

# CONTENT ANALYSIS OF CHARACTER VALUES IN STUDENT TEXTBOOK 2017 REVISED EDITION FOR CLASS FIVE 6<sup>TH</sup> THEME HEAT AND DISPLACEMENT

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**Abstract:** This research aims to describe (1) the character values contained in the supporting information section; (2) the character values contained in the work/activity guide section, and (3) the character values contained in the exercise part. The data source in this research is student textbook class V theme 6 Heat and Displacement 2017 revised edition and analyzed through descriptive qualitative research method. The results of this research is: (1) the character values contained in the supporting information section as many as 16 character values; (2) the character values contained in the work/activity guide section as many as 11 character values; (3) the character values contained in the exercise part as many as 9 character values. Besides that, student textbook class V theme 6 Heat and Displacement 2017 revised edition have contained new character values such as the value of meticulous and confident.

**Keywords:** character values, student textbook 2017 revised edition, elementary school.

## INTRODUCTION

The character of everyone needs to be shaped to become a good person, one of them through formal education, like schools. School as an educational institution is one of the institutions responsible for character building (Wiyani, 2013:21). This was realized with the existence of character education.

Character education is very important to be implemented to instill good character values in children. The importance of character education is in line with Bung Karno's thought which states that "This nation must be built by prioritizing character building because character building will make Indonesia a great, advanced, and glorious, dignified nation" (Samani, 2016:1-2). A nation that has a strong character will be able to make itself a nation of dignity and respect by other nations. This can be achieved if the government continues to improve the quality of its education by implementing an appropriate curriculum.

This was realized with the implementation of the 2013 curriculum which had developed four aspects at once. The four aspects are in the core competencies which consist of the core competencies of spiritual attitudes, core competencies of social attitudes, core competencies of knowledge, and

core competencies of skills. The addition of spiritual attitude competencies and social attitudes in the 2013 curriculum, represents the development of character in students who need to be realized during the learning activities take place.

The implementation of character education in schools needs to be supported by various facilities and infrastructure that support learning (Mumpuni and Masruri, 2016:19). One way that can be done to form good character in students can be realized through the integration of character values contained in textbooks. Textbooks are one of the supporting tools that can be used to shape student character. That is because textbooks will be read more often by students, so that books can later influence student development, including their character (Mumpuni and Masruri, 2016:19). According to Akbar (2016:33), textbooks are the book that is used as a standard reference in certain subjects. Criteria for good textbooks according to Akbar (2016:34-36) are (1) Accurate/accuracy, (2) Communicative, (3) Appropriate/relevance, (4) Complete and systematic, (5) Oriented to *student-centered*, (6) Siding with the ideology of the nation and state, (7) Correct language rules, and (8) legible. Based on this opinion, the loading of character values in the book needs to be done because it is following one of the criteria above, which is in favor of the ideology of the nation and state. The ideology of the nation and state is used as one source of the value of cultural education and national character in Indonesia.

Textbooks used in primary schools are called textbooks. According to Muslich (2010: 97) "textbooks will affect the personality of students, although the effect is not the same between one student and another". This opinion implies that through the activity of reading the book, students will be encouraged to think and do positive things, so it can be said that the textbooks used in the 2013 curriculum include effective media in shaping good character in students. Also, based on the Minister of Education Regulation number 2 of 2008 concerning textbook article 1 explains that textbooks should not only contain subject matter, but textbooks must also contain character values in them.

However, in reality, the loading of character values in textbooks has not gone as expected. For example, the fourth-grade elementary school student's book teaches adultery. The LKS was titled dignified human beings with the theme "Appreciating Heroes' Services". On the cover of the back page of the 78-page book, a fragment of the story "For example, SARAS 008 (a female superhero from Indonesia, an affair with Spidermen) helps people from the criminals. The goal is for life to be peaceful "(Khoiruddin, 2015). The contents of the discourse are intended to instill the value of the character of respect for the services of heroes, peace, and mutual assistance to help each other, but giving examples is not appropriate. As a result, the book was withdrawn from circulation.

Besides, other facts about the content of character values in textbooks based on research in several journals show that not all character values are contained in books. Mardikarini & Suwarjo (2016) who conducted an analysis of the teacher's handbook and the first semester students' grade

handbooks obtained the results that the student handbook on the theme "Myself" and "My Family" did not develop honesty values, on the theme "My Love" and "My Activities" did not develop the value of responsibility.

Adi's research (2017) which analyzed 2013 class III semester 1 textbook obtained results that the theme "Animal and Plant Breeding" in the material section contained 16 character values and in the evaluation, the section contained 14 character values, then the theme "Technology Development" in the material section contains 15 character values and in the evaluation, the section contains 10 character values, the theme "Change in Nature" in the material section contains 11 character values and in the evaluation, the section contains 12 character values, the theme "Caring for the Social Environment" in the material section contains 14 values character and in the evaluation, the section contains 13 character values.

Some of the problems and research results of the above journals should receive more attention because character development in textbooks must refer to 18 values of cultural education and national character derived from religion, Pancasila, culture, and national education goals. The eighteen values are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, care for the environment, friendly/communicative, love for peace, love to read, social care, and responsibility. These character values are also contained in Presidential Regulation number 87 of 2017 concerning Strengthening Character Education article 3, as an effort to apply Pancasila values in character education.

## **METHOD**

This research uses a qualitative approach. Research with a qualitative approach is research that reveals the phenomenon as a whole and overall through data collection and arranged in the form of narration. The implementation of qualitative research occurs naturally, as it is, in normal situations that are not manipulated in circumstances and conditions, and emphasizes description naturally (Arikunto, 2013:27-28). This type of research used in this research is descriptive qualitative research. That is because of the data collected in the form of words, pictures, and not numbers (Moleong, 2014:11). The source of data in this study is the theme of the fifth-grade student book 6 "Heat and Displacement" revised edition 2017. Data collection is done by collecting data in the form of content analysis (content analysis) to get data about the character values contained in the supporting information section, work/activity instructions section, and project/ tasks.

The data collected is then analyzed. Data analysis was performed by adopting Miles & Huberman's qualitative data analysis steps. Data analysis begins with data reduction, then data presentation, and finally conclusions (in Ulfatin, 2013:216). Meanwhile, to check the validity of the findings, researchers used a triangulation technique. Triangulation is a data validity checking

technique that utilizes something else (Moleong, 2014:330). The researcher will check and compare the results of previous studies that are relevant to the research and confirm the findings through discussions with book users, namely class V teachers at SD Negeri Bareng 5 Malang so that the data obtained is more credible.

## **RESULT AND DISCUSSION**

The fifth-grade student book theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture has contained character values following the values of cultural education and national character. All sections in the 5th-grade student book theme 6 "Heat and Displacement" have included character values, 16 character values have been included in the supporting information section, 11 character values have been included in the work/activity instructions section, and 9 character values have been included in the section work/training bills. The 5th-grade student's theme book "Heat and Displacement" in the revised edition of 2017 also includes new character values, namely careful and confident character values.

### ***Character Values Contained in the Supporting Information Section***

The supporting information section consists of discourse in the form of narration, a picture, an eye-catcher. Based on the results of the analysis of the fifth-grade student book theme 6 "Heat and Displacement" the 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture shows that the supporting information section has character values. The character values contained in the supporting information section are 16 character values out of 18 values of cultural education and national character contained in the Ministry of National Education in 2010. These character values are: (a) religious as much as 4 content, (b) honest as much as 3 content, (c) discipline as much as 3 content, (d) hard work as much as 3 content, (e) creative as much as 3 content, (f) democratic as much as 10 content, (g) curiosity as much as 23 content, (h) national spirit as much as 1 load, (i) love 13 homelands as much as content, (j) appreciate achievement as much as 4 content, (k) friendly/communicative as much as 18 content, (l) love peace as much as 3 content, (m) love reading as much as 6 content, (n) care about the environment 4 contents, (o) care about 2 contents socially, (p) and 11 charge responsibilities. Meanwhile, character values not contained in the supporting information section are tolerance and independent character values.

### ***Character Values Contained in the Work/Activity Guide Section***

Work/activity instructions are part of the steps or instructions that students must carry out in carrying out certain activities or activities. These work/activity instructions give specific directions to students about what to do. Based on the results of the analysis of the fifth-grade student book theme 6 "Heat and Displacement" the 2017 revised edition published by the Center for Curriculum

and Bookkeeping, Research and Development, Ministry of Education and Culture shows that the work/activity instructions section has been charged with character values.

Character values contained in the work/activity instructions section are spread out in 11 character values out of 18 values of cultural education and national character contained in the Ministry of National Education in 2010, namely: (a) 18 honest content, (b) tolerance of 2 content, (c) discipline with 18 contents, (d) hard work with 4 content, (e) creative with 7 content, (f) independent with 32 content, (g) democratic with 26 contents, (h) curiosity with 41 contents, (i) love the country with 6 contents, (j) friendly/communicative with 48 content, and (k) enjoy reading 1 content. Meanwhile, character values not contained in the work/activity guidelines section are religious character values, national spirit, respect for achievement, peace, environmental care, social care, and responsibility. The new character values contained in the work/activity instructions section are meticulous and confident.

### ***Character Values contained in the Project/Tasks***

Project/ tasks are one part of teaching materials in the form of assignments that must be done by students after learning certain material. This work/training bill is in the form of questions or short questions about a particular competency. Based on the results of the analysis of the fifth-grade student book theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture shows that the work/training bills have been charged with character values.

Character values contained in the projects/ tasks bills are spread over 9 character values out of 18 values of cultural education and national character contained in the Ministry of National Education in 2010, namely: (a) honest of 30 loads, (b) tolerance of 1 charge, (c) 7 contents of hard work, (d) 28 contents independently, (e) 3 contents of creative, (f) 1 content of democracy, (g) 3 items of curiosity, (h) 6 friends / communicative content, and (i) responsibility of 1 charge. Meanwhile, character values not included in the work/training bills are religious character values, discipline, national spirit, love for the motherland, respect for achievement, peace, reading, caring for the environment, and caring for the social. New character values contained in the work/training bills are careful.

Character values contained in textbooks are one of the methods used to instill character values in students. The results of the analysis of the character value load in the fifth-grade student book theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture shows that student books have been loaded with character values, as described in the data exposure. This is following previous research by Mardikarini & Suwarjo (2016), Adi (2017), and Mumpuni & Masruri (2016) each stating that the book which is the object of study has been loaded with character values.

But to be seen further in terms of the content of character values and the part of the book containing the character values, the results of the analysis in the fifth-grade student book theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture is different from research previous. The fifth-grade student book theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Balitbang, Kemendikbud has included character values in all sections of the book analyzed (supporting information, work/activity instructions, and work/training bills). Besides, a new character score was found in the fifth grade 6 student's book theme "Heat and Displacement" in the revised edition of 2017, which is careful and confident. This is under previous research conducted by Mardikarini & Suwarjo (2016) and Mumpuni & Masruri (2016) each stating that the book that is the object of the study also contains the value of careful and confident character values.

The existence of the character values shows that the contents of the 5th-grade student book theme "Heat and Displacement" in the revised edition of 2017 has contained the contents of character values, knowledge, and also skills. This is following what was explained by Prastowo (2015:43) that teaching materials contain content whose substance includes three kinds, namely knowledge, skills, and attitudes (values) that have been integrated as a whole.

The content of character values in the textbook is one form of integrating character education in teaching materials as one way to achieve the functions and objectives of character education and national education goals. Besides, the loading of character values in the fifth-grade student book theme 6 "Heat and Transfer" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture has also shown that the book has sided with the ideology of the nation. This is following Akbar's opinion regarding one of the criteria for good textbooks (2016:35-36), namely that textbooks must "support the piety of God, support the growth of human values, support awareness of the diversity of the community, support the growth of a sense of nationalism, support the growth of legal awareness, and support logical thinking".

The content of character values in textbooks is one form of integrating character education in learning. This is following Marzuki's opinion (2012:40) which states that "the planning stage in integrating character education in learning includes the process of analyzing core competencies and basic competencies, character syllabus development, preparing character lesson plans, and preparing character teaching materials".

Based on the completeness of the contents of the book, the fifth-grade student book theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture does not meet the teaching material elements that have been stated by Prastowo (2015:28-30) because there is no

evaluation section in the book. Even though the evaluation section is an important part that should be included in the book as a benchmark for achieving the learning objectives that have been set and contains knowledge, attitudes, and skills so that the teacher can know the ability of each student to master certain competencies.

## CONCLUSION

Based on the results of the study it can be concluded that the 5th-grade student book theme "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture has contained character values. The character values are contained in the supporting information section (discourse in the form of narration, picture, and eye-catcher), part of work/activity instructions, and part of projects/tasks.

Character values contained in the supporting information section of the fifth-grade students' book 6 themes "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture as many as 16 of the 18 values of cultural education and national character that are proclaimed in the book "Education Guide Character "published by the Ministry of National Education in 2010. Character values not contained in the supporting information section are tolerance and independent character values. Character values are more emphasized in the supporting information section of the fifth-grade student book theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Balitbang, Kemendikbud namely the character value of curiosity.

Character values contained in the work instructions/book activities of students of class V theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture as many as 11 of the 18 values of cultural education and national character that are proclaimed in the book " Character Education Guide "published by the Ministry of National Education in 2010. Character values not included in the work/activity instructions section are religious character values, national spirit, respect for achievement, peace, environmental care, social care, and responsibility. The new character values contained in the work/activity instructions section are careful and confident. Character values are more emphasized in the work/activity instructions section in the student book that is friendly/communicative character values.

Character values contained in the work bills/exercise books for students of class V theme 6 "Heat and Displacement" 2017 revised edition published by the Center for Curriculum and Bookkeeping, Research and Development, Ministry of Education and Culture as many as 9 out of 18 values of cultural education and national character that are announced in the book " Character

Education Guide "published by the Ministry of National Education in 2010. Character values not included in the work/training bills are religious character values, discipline, patriotism, national spirit, respect for achievement, peace, reading, caring for the environment, and Social Care. New character values contained in the work/training bills are careful. Character values are emphasized more on the work/training bills, which are honest character values.

### **Suggestion**

Based on the results of the research conclusions, researchers want to provide advice to various parties to be used as material for consideration. The teacher should want to examine the character values in the book, especially in the work/training bills section. The goal is that learning can develop character values that have not yet emerged so that learning can contain 18 character values in their entirety. For writers/book compilers to want to complete the character values that have not been contained in each section of the student book, especially in the work/training bills. The government is expected to add the policy to make book revisions that are proven to have a less complete character value. For other researchers, it is hoped that this research can be used as a platform for further research with the theme of the influence of character values on student learning and behavior.

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