

Character Values in Grade II Student Book in Theme 2 "*Bermain di Lingkunganku* (Playing in My Neighborhood)" and its Suitability with KI 1 and KI Indicators in the 2013 Curriculum

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Abstract: This research was motivated by the behavior of students who reflected the lack of discipline character in following learning in class. The characters can be developed through learning the 2013 curriculum textbook. The objective of this research was to describe the character values in the student book theme 2 and to analyze the suitability between the character values and KI 1 and KI 2 indicators. This is a descriptive qualitative research using content analysis method. Data analysis was carried out through three stages including (1) data reduction; (2) data presentation; and (3) conclusion making. The character values in the theme of "*Bermain di Lingkunganku* (Playing in My Neighborhood)" are seven. The character values found are 103 character values, unevenly distributed with the percentage of emergence of religious value (2%), honest value (4%), discipline value (32%), responsibility value (12%), polite value (13%), self-confidence value (20%), and care value (17%). The contents of the character values in the grade II student book in theme 2 of "*Bermain di Lingkunganku* (Playing in My Neighborhood)" were mostly in accordance with the KI 1 and KI 2 indicators in the 2013 curriculum. The character values developed were good especially the discipline value that was in accordance with the theme, but the development of discipline value with other character values, especially religious value, was still less balanced.

Keywords: Character Values, Student Book, the 2013 Curriculum

1. INTRODUCTION

Changes in civilization that are increasingly sophisticated, if not accompanied by adequate knowledge, can plunge students into unfavorable relation. The behavior of students who frequently speak rude is one of the examples of the nation's children character weakening, because they are not able to filter the information and culture they obtain. Mulyasa (2013: 4) stated that the quality of education in Indonesia experienced a lot of moral degradation. Behaviors that occur are due to lack of character education development since early. According to Aksara (2011: 8), character is a form of personality that is individualized; specifically someone's morality.

Character education can be realized through learning activities in schools. School plays an important role and has a great responsibility to instill and to develop character values to students so that their characters are formed into good characters. Samani and Hariyanto (2013: 43) explained that character is considered as the fundamental thing that shapes a person's personality, differentiates himself from others, and is implemented through his behavior in carrying out his daily activities. Character education has a great influence in the formation of strong characters. Strong character will not be made if the learning process only focuses on the cognitive aspect of students. Widiastuti (2012: 43), the purpose of holding character education is to improve the quality of education in schools in whole, structured, and in line with Graduate competency standard

(SKL), so that it can produce students who have good and noble characters.

The positive effect of character education brings the government to continue to make improvements to the education system. One of the government's strategies for improving the quality of education in Indonesia is by making changes in the national education system by updating the curriculum. Rahardjo (2006: 185) emphasized that improving and perfecting the existing curriculum through the formulation of government policies in the field of education is a possible effort to facilitate the achievement of national education goals. The curriculum in Indonesia has undergone many changes from time to time. The latest curriculum change is the 2013 curriculum. The Minister of Education and Culture Regulation No. 24 of 2006 explains that the core competency (KI) developed in the 2013 curriculum covers four aspects, namely spiritual aspect (KI 1), social aspect (KI 1), knowledge aspect (KI 3), and skill aspects (KI 4).

Half of the competencies that must be achieved are spiritual attitude competency and social attitude competency, which are related to character values. Thus, it can be stated that the 2013 curriculum emphasizes the development of student character. The values that must exist in students are religious, honest, disciplined, polite, confident, caring, and responsibility (The Minister of Education and Culture Regulation No. 21 2016). Character values can be instilled as early as possible in order to be able to produce students who are good in personality. Character values exist as balancing knowledge possessed by someone. The existence of character values is expected that students can manage and utilize the knowledge they have to use for goodness.

Fadlillah (2013: 23) also revealed that character education is a form of direction and guidance addressed at someone in order to have good behavior in accordance with the values of morality and diversity.

The implementation of character education in schools can be held in the learning process through textbooks. Textbook is one of the tools that can be used to develop student character. The Minister of Education and Culture Regulation No. 8 of 2016 concerning Books Used by Education Unit states that textbook is the main source of learning to achieve basic competencies and core competencies that are declared appropriate by the Ministry of Education and Culture for use in education unit. Textbooks in the 2013 curriculum consist of student books and teacher books. Student book is a learning guide for students to follow the learning process in school.

Low grade student books have greater potential in developing student character. Rahayuningtyas (2018) stated that student books on the theme of objects in the surrounding environment, theme of harmony in community, and theme of being proud as an Indonesian do not develop honest character value. The character value that is mostly found in the teacher handbook and student handbook is the value of self-confidence, while the character value that is less found is the value of honesty. This indicates that student book on certain themes has not fully developed character values well which are in line with the focus of character value inculcation. Therefore, analysis of textbook still needs to be carried out to find out what character values has not been developed properly.

This study aims to identify the character values in Grade II Student's Book with Theme 2 of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" and to analyze the suitability among character values in the KI 1 and KI 2 indicators. The results of this study are expected to provide a description of character values content identification in student books, so they can be taken into consideration by other researchers who are willing to add character values to the textbooks.

2. RESEARCH METHOD

This is a qualitative descriptive research. Descriptive research means describing a thing in the form of figures or words obtained from field data or the researcher explains the results of the study (Usman, 2017: 188). This study aims to describe the character values in the grade II student book theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*". The research method used in this study is a qualitative content analysis method. Content analysis is a systematic review of notes or documents as data sources (Faisal and Mulyadi, 2004: 133).

The data were sourced from the Grade II Student Book in Theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*" published by the Ministry of Education and Culture. The student book has been used in Public Elementary School 03 Kepatihan Jember. The study was

conducted in March. Data collection method used was in the form of documentation. Documentation was done to obtain data in the form of readings that contain character values. The research instruments used were in the form of instrument collection table and data in order to facilitate the process of data collection and data analysis.

The study was conducted by analyzing documents in the form of in Grade II student books theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*" using data analysis of Miles and Huberman interactive model. Data analysis in qualitative research is divided into three stages, namely data reduction, data presentation, and conclusion making (Miles and Huberman in Afrizal, 2015: 174). Data reduction was carried out to concentrate the data that is considered important, namely reading which contains character values. Data presentation was done through two stages, namely data classification and data description. The data classification stage was conducted by grouping data in the form of reading both in the form of words, sentences, and paragraphs with theme "*Bermain di Lingkunganku (Playing in My Neighborhood)*" in the 2013 curriculum that contains character values.

After obtaining readings in student books that contain character values which are in accordance with core competencies, underlining and coding in accordance with predetermined codes were done, namely, religiosity value (NRG), honesty value (NJR), discipline value (NDP), responsibility value (NTJ), politeness value (NST), self-confidence value (NPD), and caring value (NPL). After coding the data, the next step was inserting data into the data collection and analysis table. The description stage is the description stage of the data that have been grouped in the previous stage. The data are explained in detail in accordance with the character value content obtained from the readings in the student book researched. The final data analysis stage in this study was conclusion making in order to obtain an explanation and meaning in the data that have been analyzed related to the emergence frequency of character values based on the 2013 curriculum core competencies.

3. RESULT AND DISCUSSION

Research Results

The research results explain the content of character values on four sub themes, namely the sub themes of "*Bermain di Lingkungan Rumah (Playing in My House Environment)*", "*Bermain di Rumah Teman (Playing in My Friend's House)*", "*Bermain di Lingkungan Sekolah (Playing in My School Environment)*", "*Bermain di Tempat Wisata (Playing in Tourism Site)*", and explain the suitability between character value content on the theme of "*Bermain di Lingkunganku*" and KI 1 and KI 2 indicators. The part of the book analyzed is reading totaling 599.

Content of Character Values in Grade II Student Book Theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*"

The research results reveal that the seven character values appear in the sub theme "*Bermain di Lingkungan Rumah (Playing in My House Environment)*". Each lesson on the sub-theme of "*Bermain di Lingkungan Rumah (Playing in My House Environment)*" develops different character values. The character values that appear in learning 1 are four which are self-confidence, responsibility, care, and religiosity values. In learning 2, there are four specifically honesty, self-confidence, politeness, and discipline values. Character values in learning 3 are not found. In learning 4, there is one, namely self-confidence value. In learning 5, four were found, namely discipline, responsibility, care, and politeness values. The character values found in learning 6 are three, namely responsibility, discipline, and self-confidence values. The order of character values based on the most emerging is discipline, self-confidence, caring, responsibility, politeness, religiosity, and honesty. This makes the value of discipline a character value that becomes the focus of development in the sub-theme of "*Bermain di Lingkungan Rumah (Playing in My House Environment)*".

The analysis results on the sub theme "*Bermain di Rumah Teman (Playing in My Friend's House)*" show that there were two character values that were not found, namely religiosity and honesty values. The character values found in learning 1 are two, namely responsibility and politeness values. The character values found in learning 2 are two namely caring and politeness values. Character values in learning 3 are three specifically politeness, responsibility, and caring values. Character value in learning 4 is one, namely self-confidence value. The character values in learning 5 are four, namely responsibility, politeness, discipline, and caring values. The character values found in learning 6 are three, namely self-confidence, discipline, and responsibility values. The politeness value becomes the character value with the highest frequency of emergence. The order of character values from the most are politeness, self-confidence, responsibility, caring, and discipline values.

The sub theme of "*Bermain di Lingkungan Sekolah (Playing in My School Environment)*" develops the seven character values. Character values found in learning 1 are four, namely responsibility, self-confidence, caring, and politeness values. The character values in learning 2 are three, namely discipline, caring, and responsibility values. The character values in learning 3 consist of two, namely self-confidence, and caring values. Character value in learning 4 is not found. The character values in learning 5 are five, namely discipline, honesty, caring, religiosity, and responsibility values. The character values found in learning 6 are four, namely discipline, caring, responsibility, and politeness values. The dominating character value is the discipline value with seventeen emergences. This is because discipline value is the focus of the character values inculcation so that it becomes the value that emerges most in

learning. The order of values with the highest frequency of emergence is discipline, caring, responsibility, self-confidence, politeness, religiosity, and honesty values.

The sub theme of "*Bermain di Tempat Wisata (Playing in Tourism Site)*" does not develop religiosity value. The character values found in learning 1 are five, namely discipline, politeness, self-confidence, honesty, and caring values. The character values in learning 2 are three, namely discipline, honesty, and caring values. The character values in learning 3 comprise of two, namely self-confidence and caring values. The character value in learning 4 consists of one, namely self-confidence value. The character values found in learning 5 are two, namely responsibility and discipline values. The character value in learning 6 is one, namely discipline value. The discipline and self-confidence value emerge the most compared to the value of other characters. The order of emergence of character values the most is discipline, self-confidence, caring, honesty, responsibility, politeness. The emergence of character values on the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is mostly found in learning activities and emerges implicitly.

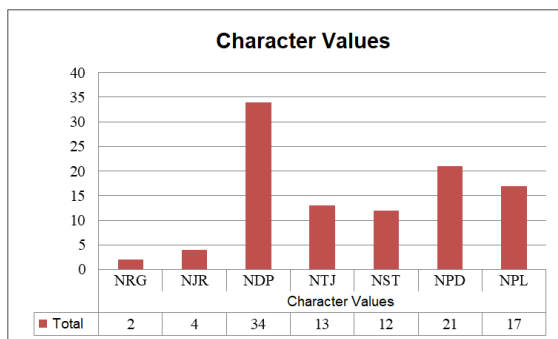
Based on the research results, it can be concluded that the character values of discipline, self-confidence, and caring emerge the most compared to the other character values. Religiosity and honesty values do not emerge in the sub themes "*Bermain di Rumah Teman (Playing in My Friend's House)*" and "*Bermain di Tempat Wisata (Playing in Tourism Site)*". The following is a recapitulation table of character grades in grade II students' books theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*".

Table 1. Recapitulation of Character Values Emergence in Grade II Students' Book Theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*".

No	Sub-theme	Character Values							Total
		NRG	NJR	NDP	NTJ	NST	NPD	NPL	
1.	Sub-theme 1	1	1	8	3	3	6	4	26
2.	Sub-theme 2	-	-	3	4	6	5	4	22
3.	Sub-theme 3	1	1	17	5	2	4	6	36
4.	Sub-theme 4	-	2	6	1	1	6	3	19
Emergence Frequency of Character Value		2	4	34	13	12	21	17	103
Emergence Percentage of Character Value		2%	4%	33%	13%	12%	20%	16%	100%

Based on the table, it can be seen that there are some character values that are not developed. Religiosity and honesty values do not emerge on sub theme 2 "*Bermain di Rumah Teman (Playing in My Friend's House)*". Religiosity value also does not emerge on sub theme 4 "*Bermain di Tempat Wisata (Playing in Tourism Site)*". The most emerging character values are in sub theme 3 "*Bermain di Lingkungan Sekolah (Playing in My School Environment)*", sub theme 1 "*Bermain di Lingkungan Rumah (Playing in My House Environment)*", sub theme 2 "*Bermain di Rumah Teman (Playing in My Friend's House)*", and the least containing character values namely sub theme 4 "*Bermain di Tempat Wisata (Playing in Tourism Site)*". The following is

a graph of character values emergence in students book with theme "*Bermain di Lingkunganku (Playing in My Neighborhood)*".



The graph above shows that grade II students' books on the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" have developed seven character values according to the Minister of Education and Culture Regulation Number 21 of 2016. The order of emergence frequency of character values containing the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is discipline, self-confidence, caring, politeness, responsibility, honesty, and religiosity values. Discipline character value is the character value that has the highest emergence frequency specifically 34 times, while the character value that has the lowest emergence is the religiosity character value with the frequency of emergence of 2 times. The discipline value as the character value that emerges the most shows that the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" develops the character's value according to the theme properly. The theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is closely related to the rules that exist in the surrounding environment, so that the discipline value is tremendously important to improve the character of discipline in students so that they can obey the rules well.

Suitability between Character Values in Grade II Students Book in Theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*" and KI 1 and KI 2 Indicators

The content of character values in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is mostly in accordance with the KI 1 and KI 2 indicators of the 2013 curriculum. The character values presented on the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are religiosity, honesty, discipline, responsibility, politeness, self-confidence, and caring values. The emergence frequency of each character's value varies greatly. The value of self-confidence is one of the character values that most often emerges, while the value of characters with low frequency of emergence are religiosity and honesty value.

Character values developed in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are good, especially the value of discipline that matches the theme, but the development of discipline value with other character values, especially religiosity values, is still less balanced. Religiosity value is very rare to be found in the learning with theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*", whereas religious education also plays an important role in supporting social values. Someone who has a high religious character will have good relation with God and that will also have a good effect on his life. Religious according to Fadlillah (2013: 190), is an obedient attitude to the preaching of the religion it adopts, being tolerant of the implementation of other religious worship, and living in harmony with people with different religions. Someone who is obedient to God will show obedience and discipline to the rules.

According to Djaelani (2013), religious education is one of the important factors for students so that they can be saved from the negative influence of culture that is not in line with religious values that currently have a lot of influence on the Indonesian nation. In accordance with Mudiono's opinion (2017: 4), religious character has been well developed if it has developed three indicators of religiosity values, namely praying, worshiping, and being grateful (A1), being tolerant with people of different religions (A2), and valuing diversity (A3). A person's life will be better and not deviate from religious values if the religious character can be well embedded in students. In addition to religious character, honesty character is also important for students to have so that they can easily get the trust of others. The honesty value developed in the book with theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" contains indicators that always tell the truth. Azzet (in Mudiono, 2017: 5), humans who do not have an honest character in themselves will be considered bad by other humans. The theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is closely related to the value of discipline, but the value of discipline can run well if the values of other characters are also well developed. Students who have a good religious character will think twice when they want to lie and break the rules; they always think of the consequences if they do bad to themselves, friends, or society. Thus, religiosity value is tremendously essential to be developed because the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is still less than the maximum in developing religiosity and honesty values.

Discussion

The analysis results of character values show that theme 2 of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" contains seven character values, namely religiosity, honesty, discipline, responsibility, politeness, self-confidence, and caring values. The character values found are 103 character values. The overall character value

is an accumulation of four sub themes. Sub theme 1 "*Bermain di Lingkungan Rumah (Playing in My House Environment)*" contains 26 character values, sub theme 2 "*Bermain di Rumah Teman (Playing in My Friend's House)*" contains 22 character values, sub theme 3 "*Bermain di Lingkungan Sekolah (Playing in My School Environment)*" contains 36 character values, and sub theme 4 "*Bermain di Tempat Wisata (Playing in Tourism Site)*" contains 19 character values. The character values in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are in accordance with the predetermined character value indicators. It finds 2 religiosity characters, 4 honesty characters, 34 discipline characters, 13 politeness characters, 12 responsibility characters, 21 self-confidence characters, and 17 caring characters.

The seven character values in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" have in accordance with the predetermined character value indicators. The indicators of religiosity value developed in the reading of students' books on the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are not complaining and always feeling grateful in any situation, giving thankfulness to God's favor, and always praying before and after doing something. Readings that contain religiosity value lead students to always be grateful and feel happy in simple circumstances and not forget to pray when they want to start an activity. Mustari (2010: 8), religious is a character value that is closely related to God, everything that is thought, said, and done by humans does not deviate from the preaching of God. Religious value is considered as the basis of the values of other characters; religious people believe that everything done is always supervised by God, so that when he will do deviant acts such as lying, he will feel restless and uneasy. The development of religious character in students is carried out so that students uphold the values or teachings of religion in living their lives in the community.

The honesty value indicator developed in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is always saying what it is experiencing/not lying. Reading that contains honesty value on the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" teaches students to always understand every strength or weakness they have, so that students always say what they are/not cover up something that becomes their weakness. Honesty is closely related to religious value because honesty is the base of a person's religiosity in managing his life. Therefore, honesty character value is highly essential to be instilled in students. Indicators of the discipline value developed in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are getting used to be on time, wearing clothes in accordance with the provisions given, not being late for class, and obeying the rules at school. Through reading that develops the character of the discipline, students will get used to doing activities that reflect disciplinary behavior. The character of discipline is important for

students because discipline behavior is the most basic standard for the formation of good human morals.

Indicators of the responsibility value developed in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are completing tasks well and keeping promises. The majority of the responsibility characters developed in reading teaches students to always carry out what has been said in earnest. In addition, the attitude of responsibility in learning is also important for students. Students who are accustomed to being responsible will be trained to live in discipline and be given more trust by those around them, so that the character of responsibility must be well embedded in students. Nusantara (2014: 2) argued that through daily interactions with friends, teachers and family, students will be able to better understand the importance of the responsibility meaning in life. Indicators of politeness value developed on the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are respecting older people, speaking politely, not saying dirty, always asking permission when wanting to do something, and saying thank you when getting a favor. According to Sauri (2002: 48), one of the forms of good morals is the ability to speak politely which is very closely related to moral and religious values. Students who are accustomed to being polite will be liked and appreciated by people wherever they are. Thus, polite character is important to be instilled in students as a provision for socializing in their daily lives. Suryani (2017: 114), the development of polite behavior of children can be influenced by various things; one of which is the education of parents in introducing various norms in the community and exemplifying directly how to apply them in life.

The indicators of self-confidence value developed in the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are being dare to express opinions, not easily discouraged, not ashamed to ask and answer questions, being confident in public, and being dare to try new things that are useful. The character of self-confidence developed in these readings can train and make students' self-esteem grow, so that students will more easily develop the abilities they have. Salirawati (2012: 219), self-confidence will develop well when students want to study diligently so that they are able to overcome difficulties during examination. The character of self-confidence embedded in students must also be in proportion because if it is excessive, it will have a bad impact on students such as arrogance. Indicators of caring value developed on the theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" are caring for and maintaining the cleanliness of the environment, helping friends who have difficulty working on difficult questions, and putting attention on people around. A well-developed caring character will make students more sensitive to the environment and help people in need. Students who are embedded in themselves by caring for the environment will be more responsible for the circumstances around them. The character of caring for the environment and the character of

social care are important to be developed in students in order to maintain the environment and harmony with fellow individuals.

Percentage of character values that emerge in accordance with KI 1 and KI 2 indicators including, religious (2%), this religious value becomes the value that emerges the least, because it only emerges 2 times, namely in learning 1 sub theme 1 and learning 5 sub theme 3. This makes book theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*" a lack of reading which encourages students to be tolerant of differences in characteristics; honest (4%), the emergence of honest value is also relatively low because it only emerges 4 times. Its development in the book teaches students to always say what they are/not lie, but it has not directed students to be honest in doing their assignments; discipline (33%), the value of discipline that emerges in book theme 2 "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is characterized by activities that encourage students to abide by the rules and get used to being on time. The development in the book is good and evenly distributed; responsibility (13%), some responsibility values in the book is marked by activities that encourage students to carry out their assignments well; polite (12%), politeness value that emerges in books is marked by readings that show an attitude of respect for older people, always asking for permission when they want to do something, saying polite words, and saying thank you when getting a favor; self-confidence (20%), the value of self-confidence is mostly demonstrated through reading that illustrates the attitude to never give up and always dare to try new things that are useful; care (16%), the value of caring developed in the book is good enough because it encourages students to always care about things around, maintains environmental cleanliness, and helps friends who have difficulties. The percentage results show that the most frequently emerging character value is discipline value. It is because the value of discipline is the focus of the cultivation of character values in all learning with theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*".

4. CONCLUSION

Based on the research results and discussion, it can be concluded as follows. First, the grade 2 student book in theme 2 contains seven character values, namely religiosity, honesty, discipline, responsibility, politeness, self-confidence, and caring values. The seven character values are in four sub-themes including "*Bermain di Lingkungan Rumah (Playing in My House Environment)*", "*Bermain di Rumah Teman (Playing in My Friend's House)*", "*Bermain di Sekolah (Playing in My School Environment)*" and "*Bermain di Tempat Wisata (Playing in Tourism Site)*". The emergence of each character value is not equal; some character values often emerge and some others are not because the character values developed are in accordance with the theme of the book. The theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is closely

related to social life, so that the character that is often found is the value of social character. The character value most often seen in almost every lesson is the value of discipline, while the value that emerges very low is the religiosity value. The percentage of the character value emergence in the student book with theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" is religiosity value (2%), honesty value (4%), discipline value (32%), responsibility value (12%), politeness value (13%), self-confidence value (20%), and caring value (17%). Second, the student book with theme of "*Bermain di Lingkunganku (Playing in My Neighborhood)*" has contained character values in accordance with KI 1 and KI 2 indicators in the 2013 curriculum, namely religiosity, honesty, discipline, responsibility, politeness, self-confidence, and caring values. However, the character value development adjusts to the theme of the book so that each character's value is less balanced.

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