

Analysis of Conformity of Character Education in Class III Student Book Based on K13 Weather Theme With Permendikbud Number 20 Year 2018 At Sdn 03 Tegalharjo

¹Afifatul Hasanah, ²Chumi Zahroul Fitriyah, ³Dyah Ayu Puspitaningrum

Program Studi Pendidikan Guru Sekolah Dasar, FKIP Universitas Jember

⁽¹⁾afifhasanah20@gmail.com, ⁽²⁾chumi.fkip@unej.ac.id, ⁽³⁾dyahayu.fkip@unej.ac.id

Abstract: This study aims to: (1) determine the content of character values in the weather theme student book, (2) analyze the suitability of character values in weather theme students' books for grade III SD which includes (1) religious, (2) nationalist, (3) independent, (4) integrity, and (5) mutual cooperation. This research uses descriptive research. The data source of this research is in the form of a student book with the theme "Weather Class III SD, Revised Edition 2018". The results showed that the content of character education contained in the weather theme of grade III students' books is very much in accordance with the strengthening of character education (PPK) which consists of religious values, nationalist values, independent values, integrity values, and mutual cooperation in Permendikbud No. 20 of 2018. The suitability of the content of character education with the third grade student book on the theme of weather is in accordance with the appearance of 71 with a percentage of 100%. The highest character value of 30 is the value of mutual cooperation, this is in accordance with the theme of the analyzed student book, namely the theme of weather. The highest character value is the value of mutual assistance with a percentage of 42.25%. The independent value shows the percentage (16.90%), while the nationalist value shows the percentage (23.95%). The integrity value shows the percentage (11.27%), while the religious value shows the percentage (5.63%) with the lowest predicate of the others.

Keywords: suitability, character values, and elementary school student books.

PRELIMINARY

Cultivating character values can be done through the learning process. In the learning process, teaching materials can be used as a learning resource for students. The teaching materials used in the 2013 curriculum are printed teaching materials in the form of textbooks. Credible textbooks are needed as a source of student learning (Muchtari and Fitriyah, 2016: 64). Textbooks can be used as a means of learning about certain knowledge and values. This is because textbooks have a great influence on the development of children's knowledge and certain values.

Minister of Education and Culture Regulation No. 21 (2016) Concerning Basic and Secondary Education Content Standards explains that the character that must be embedded in students at the basic education level is in the competence of spiritual attitudes and competence in social attitudes. The character values are religious, honest, disciplined, polite, confident, caring, and responsibility. The inculcation of these character values can be carried out through the school environment by teachers and parents of students by working together.

There are 18 character values which include (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love the country, (12) respect achievement, (13) friendly / communicative, (14) love peace, (15) love to read, (16) care for the

environment, (17) care about socially, and (18) responsibility. The eighteen character values are described by the Ministry of National Education version as contained in the book Development of National Culture and Character Education compiled by the Ministry of National Education through the Curriculum Center Assessment and Development Agency (Ministry of National Education, 2010 in Suyadi, 2015: 8).

Based on the eighteen characters above, this is the manifestation of the five main values which are interrelated, namely religiosity, nationalism, independence, integrity, and mutual cooperation which are integrated in the curriculum. Permendikbud Number 20 of 2018 states that the five main character values are known as strengthening character education (PPK), which is an educational movement under the responsibility of the education unit to strengthen student character through harmonization of taste, thought, exercise, heart, and sport. involve and cooperate between families, educational units and the community as part of the national mental revolution movement (GNRM).

Minister of National Education Regulation No. 2 (2008) Concerning Books states that textbooks contain learning material in the context of increasing faith, piety, noble character, and personality, mastery of science and technology, increasing sensitivity and aesthetic abilities, increasing kinesthetic and health abilities which are prepared based on national education standards. Textbooks are not only used to impart scientific material to students, but also material on faith, piety, noble morals, and personality which are closely related to the cultivation of

character values. So, textbooks can be used to instill character values in students through learning activities at school.

Textbooks can be in the form of textbooks from schools or other textbooks that are still relevant to be used as a reference for learning (Hartono and Puspitaningrum, 2019: 26). The teaching materials used in the 2013 curriculum are printed teaching materials consisting of teacher's books and student books. Teacher's books and student books are textbooks published by the Indonesian Ministry of Education and Culture which are given free of charge to all students in Indonesia according to their respective class levels. Teacher books and student books contain almost the same activities however, with different components. The teacher's book contains the activities to be carried out and what materials will be prepared in the learning activities. Meanwhile, student books are guidelines used by students to participate in learning activities in school. Student books are integrated thematic books where learning uses themes, each existing subject is integrated through predetermined themes (Fitriani, et al., 2019: 76).

There are many student problems about moral degradation in society. One of them is the number of acts of violence or bullying committed by students at school. According to Mufrihah (2016: 135-138), many research results have found problems with violence or bullying by students, either in the form of physical violence or verbal abuse. This problem is caused by the loss of character in a student. A strong character in students will provide the ability to live in peace and be free from immoral actions. This can be realized through character education. Character education itself can be taught to students through classroom learning using the 2013 curriculum book. The reason the researchers chose the book, is because the book is published by the Ministry of Education and Culture, which of course the book preparation has been adjusted to standards and contains more character values.

RESULTS AND DISCUSSION

Results of Character Education Content Analysis on Weather Themes

Based on the above problems, the analysis carried out in this student book can affect the character of students, because the research results of this analysis can inform the various strengths and weaknesses of elementary school student books from the aspect of character education.

RESEARCH METHODS

This type of research used in this research is descriptive research. Masyhud (2016: 104) states that descriptive research is research that seeks to describe a situation, a condition scientifically in order to obtain a clear picture without connecting with other variables.

This research method uses content analysis techniques (content analysis). Content analysis is research that emphasizes data sources in the form of documentaries, both in the form of images, print, video and audio (Masyhud, 2016: 127). Content analysis is useful for describing clearly, objectively, and systematically documentary material. Documentation data in this study which used is the data contained in the class III student book based on the 2013 curriculum theme of the 2018 revision of weather. This study intends to analyze the suitability of character values with the material presentation in the class III student books based on the 2013 curriculum theme of the 2018 revision of weather.

The data in this study are in the form of writing, both in the form of words, sentences and paragraphs in the 2018 revised student book which contain character values in accordance with PPK (PPK), namely religious values, nationalism values, independent values, integrity values, and values. mutual cooperation. The data source of this research is student books based on the 2013 curriculum with the theme of the weather revision of 2018 for grade III SD / MI students. This study focuses on words / sentences / paragraphs that contain character values according to the PPK in student books.

This weather theme contains 4 sub themes with each sub theme consisting of 6 learning. The percentage of analysis results can be seen in Table 4.5 as follows.

Tabel 4.5 Percentage of Analysis Results for Weather Theme Character Education

No	Muatan Pendidikan Karakter	Tema Cuaca				Jumlah	Presentase (%)
		Sub Tema 1	Sub Tema 2	Sub Tema 3	Sub Tema 4		
1	NR	1	0	3	0	4	5,63
2	NN	7	3	5	2	17	23,95
3	NM	1	2	1	8	12	16,90
4	NI	3	4	0	1	8	11,27
5	NGR	5	8	9	8	30	42,25
Total		17	17	18	19	71	100

Based on Table 4.5, it can be seen that there are 24 lessons

71 content of character education with a percentage of 100%. The level of suitability of the content of character education in the weather theme of class III student books with PPK can be categorized as very according to Permendikbud No. 20 of 2018. The highest character value of 30 is the value of mutual cooperation, this is in accordance with the theme of the student book being analyzed, namely the theme of weather. The value of mutual cooperation is in accordance with the weather theme because of the value of mutual assistance reflects the act of respecting the spirit of cooperation and working hand in hand to solve common problems. The percentage of character education content is religious value (5.63%), nationalist value (23.95%), value independent (16.90%), the value of integrity (11.27%) and the value of mutual cooperation (42.25%). The highest percentage of character education content is the value of mutual assistance (42.25%) with the number of occurrences of 30. The lowest percentage of character education content is religious value (5.63%) with the number of occurrences 4.

Based on this percentage, religious values need to be developed again because religious values are not included in sub-themes 2 and 4. Integrity values are also not included in sub-theme 3. Other character values also need to be developed so that the distribution of character values in student books can be evenly distributed.

DISCUSSION

Cultivating character in elementary school is the beginning of character education in children because at this time children are still in the development stage. The responsibility in educating children's character as the nation's successor is the responsibility of all elements in society. Family is the main element in character education efforts for children. Character education also

needs to be given in schools. This is important because over time, many parents have difficulty in supervising their children because they have a busy routine. In schools, teachers are a major element in student character education. Cultivating character education in students can be done by integrating character values in textbooks.

Textbooks are important in post-teacher learning. Textbooks can be used to develop character values through activities in student handbooks (Mardikarini and Suwarjo, 2016: 273).

There are five main character values in Permendikbud No.20 of 2018 that must be instilled in students in elementary schools. The five main characters are religious values, nationalist values, independence values, integrity values, and mutual cooperation values.

All of the above characters have appeared in the third grade elementary school student books compiled by the Ministry of Education and Culture based on the 2013 curriculum. The distribution of characters in the books of third grade elementary school students is still partly delivered in small portions.

The suitability of the character education content in the weather theme of grade III student books obtained based on the results of the analysis above, it can be said that the content of character education in student books has met the demands of the curriculum in Permendikbud No.20 of 2018. The content of character education in student books already in accordance with the curriculum is still not balanced.

The content of character education in each sub-theme in the third grade student books has appeared but the distribution is not evenly distributed. The value of mutual cooperation in its distribution has the highest percentage, namely (42.25%) with the number of occurrences of 30. The lowest percentage is religious value with a percentage (5.63%) and the number of occurrences is only 4. Tohir, et al (2017: 242) explained Character values that are the focus of learning

development all appear, but the appearance in each section is not evenly distributed, and the number varies even in certain parts of the book, the character values that are the focus of development do not appear. Thus, the distribution of character values in the third grade student books needs to be balanced with the goal of the 2013 curriculum performance, namely to develop student character. Therefore, the objectives developed in the 2013 curriculum should be complemented with the goal of achieving character values. Character education cannot be separated from the 2013 curriculum.

Therefore, learning in textbooks based on the 2013 curriculum must still be a means of character education for students.

Conclusion

Based on the results of the analysis and discussion that has been described, it can be concluded that the content of character education contained in the weather theme for grade III students is very suitable for strengthening character education (PPK) which consists of religious values, nationalist values, independent values, integrity values, and mutual cooperation in Permendikbud No. 20/2018. The suitability of the content of character education with the third grade student book on the theme of weather is very suitable for the appearance of 71 with a percentage of 100%. The highest character value of 30 is the value of mutual cooperation, this is in accordance with the theme of the analyzed student book, namely the theme of weather. The value of mutual cooperation is in accordance with the theme of weather because the value of mutual cooperation reflects the act of respecting the spirit of cooperation and working hand in hand to solve common problems. The distribution of the character values of the curriculum demands is appropriate but not evenly distributed. The highest character value is the value of mutual assistance with a percentage of 42.25%. The independent value shows the percentage (16.90%), while the nationalist value shows the percentage (23.95%). The integrity value shows the percentage (11.27%), while the religious value shows the percentage (5.63%) with the lowest predicate of the others.

Suggestion

Based on the discussion and conclusions obtained, the authors provide the following suggestions.

1. For teachers, teachers should be expected to carefully study the student books that will be used so that the learning given to students actually develops character values in accordance with the focus of the character to be developed.
2. For the author of the book, it is hoped that the author will pay attention to / review the character values that will

be developed in the book so that these character values can be contained in a balanced and even manner.

3. For future researchers, this study can be used as a reference for analyzing other themes so that the character values to be developed can be clearly identified.

REFERENCES

- Fitriani, et al. 2019. Development of Learning Media "Diversity Monopoly" Theme of the Beauty of Diversity in My Country for Class IV Students. *Teaching Profession Journal*. JPK 5 (1): 76-82. June 2019. <https://bit.ly/3ai47kI>. [Accessed 3 March 2020]
- Hartono, W., & D.A. Puspitaningrum. 2019. The Effect of Learning Motivation and Learning Readiness on Student Learning Outcomes in History Subject Class XI-IIS SMA Negeri 1 Prajekan Odd Semester 2015/2016 Academic Year. *Journal of Education and Entrepreneurship*. Vol 6 (ISSN: 2302-0008). January 2, 2019. <https://bit.ly/3efIzGr>. [Accessed on [20 May 2020]
- Attachment to Regulation of the Minister of Education and Culture Number 21 of 2016 concerning Content Standards for Primary and Secondary Education. <http://bit.ly/2ISWEvM>. [Accessed on 12 September 2019].
- Mardikarini, S., & Suwarjo. 2016. Analysis of the Content of Character Values in the 2013 Curriculum Textbook of Teachers' Handbooks and Student Handbooks. *Journal of Character Education*. VI (2): 261-274. <http://bit.ly/3cZA6Y5>. [Accessed on December 20, 2019].
- Masyhud, M. S. 2016. *Educational Research Methods*. Jember: Institute for Management and Professional Education Development (LPMPK).
- Muchtar, I., & C.Z. Fitriyah, . 2016. Implementation of Learning Based on Lahbako Dance Values in Social Studies Subjects at Nurul Hikmah Patrang Elementary School, Jember to Preserve Local Culture. *Proceedings of the National Seminar on Character Education Based on Local Wisdom in the MEA Era*. Vol 1 (ISSN: 2549-3728). 17 December 2016. *FKIP E-Proceeding*. 64. <http://bit.ly/2vpmGDA>. [Accessed February 11, 2020].
- Mufrihah, A. 2016. Reactive Bullying in Elementary Schools and School-Based Intervention. *Journal of Psychology*. Vol 43 (2): 135-153. <https://bit.ly/31GOXSh>. [Accessed on May 20, 2020]
- Regulation of the Minister of Education and Culture Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. <https://bit.ly/3dGVosT>. [Accessed on May 20, 2020]
- Regulation of the Minister of National Education Number 2 of 2008 concerning Books. <http://bit.ly/2QkBlab>. [Accessed on 4 September 2019].
- Sugiyono. 2015. *Combination Research Methods (Mix Methods)*. Bandung: Alfabeta.
- Suyadi. 2015. *Character Education Learning Strategies*.

Bandung: Youth Rosdakarya.

University of Jember. 2016. Guidelines for Writing Scientific Papers. Jember: UPT Publishing University of Jember.

<http://bit.ly/39WoPFM>. [Accessed on August 3, 2019].