

Character Value Content in the Class III Student's Book of Elementary School Theme 4 Revision 2018 and its Compatibility with KI 1 and KI 2 Curriculum 2013

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Abstract: This research was sourced from the thematic book of grade III elementary school students, theme 4 revision 2018. The data collection method in this study was the interview and documentation method. There are 3 stages in analyzing the data in this study, namely reducing data, presenting data, and drawing conclusions. Based on the results of data analysis, it was found that the number of character values contained in the third grade elementary school theme 4 revised 2018 book was 70 character values. The details of the frequency of each character value include religious values appearing as many as 14 character values, mutual cooperation as many as 16 character values, nationalism as many as 6 character values, integrity as many as 32 character values, and independent values as much as 1 character value. While the percentage of character values that appear are religious values (20%), mutual cooperation values (23%), nationalism values (9%), integrity values (46%), and independent values (2%). The suggestions given are as follows. For teachers, teachers should read and understand the contents of the book first so that the learning and development of predetermined character values can be more optimal. For other researchers, the results of this study can be used as a reference to conduct further similar research with a different theme.

Keywords: Student Book, Character Value, the 2013 Curriculum.

INTRODUCTION

The 2013 curriculum is the latest curriculum that focuses on character education, especially at the basic level which is the basis for the next level (Mulyasa, 2014:6). The K13 curriculum is still applied in the Indonesian education system to this day. The 2013 curriculum has three aspects of student assessment, namely knowledge assessment, attitude assessment, and skills assessment, each aspect has its own assessment table.

Character values, namely the attitudes and behavior of individuals according to the values and norms contained in the community are formed from spiritual, personality, social and environmental aspects, the Directorate of Early Childhood Development (2012:4), suggests that each individual must behave and behave in the path of values agreed in a community groups, if there is one community or community group that violates or deviates from the character values or regulations that agreed that they will be punished according to what they have done.

Arisandy (2020:17) states that some of the main factors that influence the formation of student character are the teacher and also the student books being studied, the student's character is formed based on what they learn and also from the education that the teacher provides. The 2013 curriculum applies the formation of character values contained in KI 1 (spiritual attitude) which is an individual's attitude towards God and the religion he

adheres to, and KI 2 (social attitude) which is an individual's attitude when interacting with other individuals or groups in their social environment.

Hidayati (2016: 23) explains that character education consists of two words, namely education and character. Education is a conscious effort in organizing students through guidance, learning, training, and counseling. While the character itself is the main element that exists in humans and forms the psychological traits that make them behave in different conditions.

Character education is very important to do from an early age because then students can get used to being trained consistently so that they can form positive characters that they can apply in people's lives, therefore as a teacher and parents must educate and instill positive character values. for students so that they can shape their character which makes them better than before. In the scope of education, there is a policy of PPK which is integrated with the National Movement for Mental Revolution, namely changing the way of thinking, acting, and acting for the better. The values in KDP include religious, nationalist, independent, mutual cooperation, and integrity that must be instilled in stud

Based on the results of interviews with the homeroom teacher of grade 3 SDN Kalitapen 1, Bondowoso Regency, East Java, the character of students today is experiencing a decline in character values which causes student behavior gaps that are not in line with expectations, for example, there are often students who do

not come on time or are late to school, skipping school. During class hours, ignoring the assignments given by the teacher, and even in friendships between students, cases of bullying by their friends are often found or what is commonly called bullying which can have a negative impact on the mentality of the victims of bullying and those who bully, students are also often found to be rude when communicating. With their peers, if left unchecked then this will become a bad habit in the future.

Character education plays an important role in building and developing the positive character of students, and can also improve students' attitudes and behavior that are not good (Gunawan, 2012: 4-5), to form character education in elementary school students, teachers also need textbooks that can support teachers in developing character education. Shape the character of students from an early age. The 2013 curriculum uses a thematic book that contains character values and is described in the indicators of KI 1 and KI 2 of the 2013 curriculum so that the objectives of KI 1 and KI 2 are achieved.

Based on the description that has been presented, a research was carried out with the title Character Value Content in the Class III Student Book of Elementary School Theme 4 Revision 2018 and its compatibility with the 2013 Curriculum KI 1 and KI 2.

RESEARCH METHODS

Qualitative research is the type of this research and is described descriptively. Mukhtar (2013: 10) states that descriptive research is a method used by researchers to find an understanding of theory in research at a time. Masyhud (2016: 103), expresses his opinion that descriptive research is a study that describes a condition as it is based on observations made without connecting the condition to other conditions or variables. Based on this statement, descriptive research produces a data description or description that is described based on direct observation and interviews. Descriptive research in this study was designed and conducted to describe and analyze, as well as to find out the frequency of occurrence of character values contained in the third grade student book theme 4 revision 2018.

This research method is content analysis where the data collection of information documentation is obtained from written sources in the syllabus, and thematic books. According to Faisal and Mulyadi, (2004:133) content analysis is analyzing data sources systematically from documents or records.

The data collection method in this study is documentation in the form of readings in the form of words, sentences and paragraphs that contain character values in the class III student book theme 4 revision 2018. In addition to documentation, the teacher also uses the interview method to the third grade homeroom teacher at SDN Kalitapen 01. Interviews were conducted semi-annually. a structure in which there are six questions written in the interview guide, and there are also verbal

questions outside the interview guide.

Masyhud, (2016: 246) said that research instruments are tools in collecting research data to measure a condition or state of a predetermined variable. The human instrument as the main instrument of this research is the researcher himself, where the researcher is required to have an understanding and knowledge that is capable of reviewing and reviewing everything related to the problem in the research, while the guiding instrument is the instrument of data collection and data analysis. The third grade elementary school student book revision 2018 as the object of research later the data will be entered into the table of collection instruments data to be analyzed, while the data analysis instrument is used to facilitate researchers in analyzing the data that has been obtained previously. The guiding instrument of this research consisted of data collection instruments and data analysis instruments presented in tables to make it easier to classify sentences in student books containing character values.

Data analysis was carried out to calculate the character values in the third grade elementary school theme 4 revision 2018. The data that had been collected was then processed with the aim of answering the problem formulation. Miles and Huberman (in Sugiyono, 2016: 244) explain the stages when analyzing data, there are data reduction, data display, and the last conclusion drawing.

RESEARCH AND DISCUSSION RESULT

The third grade elementary school student book theme 4 revision 2018 consists of 4 sub themes. Sub-theme 1 is my obligations and rights at home, sub-theme 2 is my obligations and rights at school, sub-theme 3 is my obligations and rights in neighbors, and sub-theme 4 is my obligations and rights as a citizen. The character values analyzed consisted of 5 character values guided by KDP, namely religious values, mutual cooperation, nationalism, independence, and integrity. Text sentences containing character values according to the character value indicators are coded. After being analyzed, it was found that the total number of character values contained in the student book theme 4 amounted to 70 character values.

Analysis of the character values in each sentence of the reading text in sub-theme 1 which is in accordance with the indicators of KI 1 and KI 2 K13 that is found 4 character values. The character values contained include religious values as many as 7 character values, mutual cooperation values as much as 2 character values, integrity values as many as 6 character values, and independent values as much as 1 character value. While the value of nationalism is not found in sub-theme 1.

Analysis of the character values in each sentence of the reading text in sub-theme 2 which is in accordance with the indicators of KI 1 and KI 2 K13 that is found 4 character values. The character values contained include religious values as much as 2 character values, mutual cooperation values as many as 7 character values, nationalism values as much as 1 character value, and

integrity values as many as 12 character values. While the independent value is not found in sub-theme 2.

Analysis of the character values in each sentence of the reading text in sub-theme 3 which is in accordance with the indicators of KI 1 and KI 2 K13 that is found 4 character values. The character values contained include 1 character value of religious value, 6 character values of mutual cooperation, 2 character values of nationalism, and 12 character values of integrity. While the independent value is not found in sub-theme 3.

Analysis of the character values in each sentence of the reading text in sub-theme 4 which is in accordance with the indicators of KI 1 and KI 2 K13 that is found 4 character values. The character values contained include religious values as many as 4 character values, mutual cooperation values as much as 1 character value, nationalism values as much as 3 character values, and integrity values as much as 2 character values. While the independent value is not found in sub-theme 4.

The character values analyzed consisted of 5 character values guided by KDP, namely religious values, mutual cooperation, nationalism, independence, and integrity.

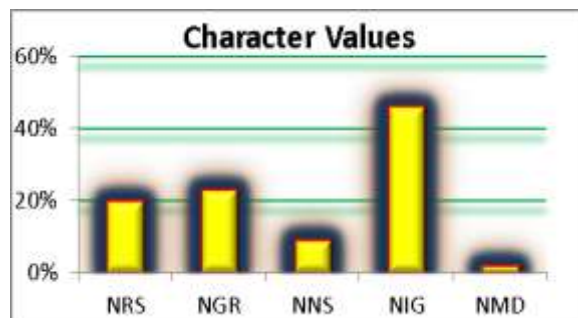
The results of the content analysis on the sentences of the reading text in the third grade elementary school theme 4 students' books show 5 character values contained in the book with varying frequency of occurrence. The following is a recapitulation table for the occurrence of character values.

Table 4.1 Recapitulation of the Appearance of Character Values in the Revised 2018 Grade III Elementary School Student Book.

NO	S T	Character Values					Total
		NR S	NGR	NI G	NN S	NM D	
1	1	7	2	6	0	1	16
2	2	2	7	12	1	0	23
3	3	1	6	12	2	0	21
4	4	4	1	2	3	0	10
Frequency		14	16	32	6	1	70
Percentage		20%	23%	46%	9%	2%	100%

Based on the recapitulation table of the appearance of character values in the book of grade III elementary school students revised 2018 the results of the analysis of character values show that the book for grade III elementary school students theme 4 revision 2018 contains 5 character values, namely religious values, mutual cooperation, nationalism, integrity, and independent values. The total number of character values found is 70 character values accumulated from 4 sub themes. Sub-theme 1 contains 16 character values, then sub-theme 2

contains 23 character values, while sub-theme 3 contains 21 character values, and sub-theme 4 contains 10 character values.



Picture 4.1 Graph of the Appearance of Character Values in Student Books

Picture 4.1 shows the percentage value of the frequency of appearance of character values in the third grade elementary school theme 4 revised 2018 books, namely religious values, mutual cooperation, integrity, nationalism, and independent values. The character value with the highest frequency of occurrence is the integrity value as many as 32 character values. While the character value with the lowest frequency is the independent value 1 time.

The value of integrity with the highest frequency of occurrence of character values shows that the third grade elementary school student book theme 4 revision 2018 develops character values according to a good theme. The theme of 4 my obligations and rights presents a picture of how we have to carry out our obligations in daily life. Carrying out obligations at home, at school, in the community, and obligations as good Indonesian citizens, by carrying out obligations we are entitled to receive our rights.

Comp ability of Character Value Content in Class III Elementary School Book Theme 4 Revised 2018 with KI 1 and KI 2 2013 Curriculum

The content of character values in the third grade elementary school theme 4 revised 2018 books are mostly in accordance with the indicators of KI 1 and KI 2 K13. Some of the character values contained still need to be developed again because they have not fully developed the KI 1 and KI 2 indicators properly, such as the independent value which only appears once in sub theme 1. The character values contained include religious values, mutual cooperation, independence, integrity, , and the value of nationalism. Religious values and mutual cooperation values are one of the character values that often appear after integrity values, while independent values are the values that appear the least.

Overall, the character values developed in the third grade SD theme 4 revised 2018 book are good because they are in accordance with the KI 1 and KI 2 K13 indicators. Although there are character values whose

frequency of character values appear very rarely, such as independent values that only appear in sub-themes as much as 1. This causes a biased impression considering the highest frequency of character values, namely the integrity value, which appears 32 times. When compared, of course, will display a very contrasting difference.

The percentage of the appearance of character values in accordance with the indicators of KI 1 and KI 2 K13, among others, is religious (20%), the appearance of religious values is marked by gratitude to God for the blessings given, tolerance between religious communities, and praying and worshiping according to their religion. cooperative (23%), its appearance is marked by the activity of working together in doing something, helping each other, and community service activities to clean the environment. Nationalism (9%), its emergence is marked by the expression of being proud to be an Indonesian citizen. the development of the value of nationalism is good because it is described in detail and systematically.

The integrity value (46%), the frequency of occurrence of the integrity value is the highest and evenly distributed because it appears in almost all analyzed pages. This is because the value of integrity has a broad range of indicators such as telling the truth and being polite, and being polite, obeying school rules and discipline, being responsible for the duties and obligations they have, respecting multiculturalism in the surrounding environment, caring about the conditions of the surrounding environment and contributing to the environment. Improve their social environment. The emergence of the value of integrity is marked by sentences that show one's concern for the social environment and its surroundings, telling the truth, the responsibility of someone who carries out his obligations wholeheartedly and skills in interacting with the surrounding environment using polite language.

The independent score (2%), the independent score is the value that has the least frequency of occurrence, which is only 1 time and only appears in sub theme 1. This causes a lack of encouragement for students to imitate the independent attitude contained in the third grade elementary school student book theme 4 revision 2018. The emergence of independent values is marked by a sentence of initiative in carrying out their duties. According to Mumpuni, (2015: 7) independent individuals tend to be more sensitive to the tasks they must do without waiting for orders from someone.

The third grade elementary school student's book, theme 4, my obligations and rights, shows the obligations and rights of each individual. The theme of my obligations and rights is further specified into 4 sub themes. Sub-theme 1 shows the obligations and rights of individuals that must be carried out in the home environment, sub-theme 2 displays the obligations and rights of individuals that must be carried out in the school environment. Sub-theme 3 shows the obligations and rights of individuals that must be carried out in the attitude and treatment of

neighbors. and sub-theme 4 shows the obligations and rights of individuals that must be carried out as good Indonesian citizens.

Every sub-theme features a different character value. Sub-theme 1 emphasizes religious values such as being grateful for having parents who treat us well, being grateful for having a good living environment. In addition, sub-theme 1 also emphasizes the value of integrity, such as carrying out the obligations of children to their parents. Sub-theme 1 is a special sub-theme because it is the only sub-theme that contains independent values. Sub-theme 2 emphasizes the attitude of integrity, such as how to behave towards teachers, do schoolwork and obey school rules. Sub-theme 3 emphasizes the value of mutual cooperation. Seen by the many sentences of reading text that show community cooperation in cleaning the surrounding environment, and people who help each other and help neighbors who are in need. Sub-theme 4 emphasizes the value of nationalism. It can be seen from the reading text sentences that show a sense of pride in being part of the Indonesian state.

The independent value is a character value whose frequency of occurrence is at least 1 character value and only appears in sub-theme 1. Judging from sub-theme 1, namely my obligations and rights at home, this makes the basic reason why in this sub-theme appear sentences of reading text that contain independent values because Most personal activities are found in the home environment such as cleaning their own clothes, cleaning the room and home environment, and meeting personal needs. According to Mumpuni, (2015:7) each individual must have an independent attitude in order to meet personal needs and carry out the tasks they have.

CONCLUSION

Based on the results of the analysis on the sentences of the reading text in the third grade elementary school students' book, theme 4 revision 2018, it can be concluded as follows The content of character values in the book of grade III SD theme 4 revision 2018 consists of five characters, namely religious values, mutual cooperation, nationalism, independence, and integrity values. The frequency of occurrence of each character value includes religious values as many as 14 character values, mutual cooperation values as many as 16 character values, integrity values as many as 32 character values, and independent values as much as 1 character value. These five character values are contained in 4 sub-themes, namely sub-theme 1, my obligations and rights at home, sub-theme 2, my obligations and rights at school, sub-theme 3, my obligations and rights in neighbors, and sub-theme 4, my obligations and rights as a citizen. The frequency of occurrence of the highest character value is the integrity value of 32 character values, while the frequency of the lowest character value is an independent value of 1 character value. The percentage of the frequency of appearance of character values in the third grade

elementary school theme 4 revised 2018 books are religious values (20%), mutual cooperation (23%), nationalism (9%), integrity (46%), and independent values (2%).

The third grade elementary school student book theme 4 revision 2018 contains character values that are in accordance with the KI 1 and KI 2 K13 indicators. It's just that the development of character values is adjusted to the theme of the student's book so that the frequency of appearance of character values is less balanced considering that there are some character values that are not shown in the sentences of reading texts in student books, namely the value of nationalism, and the value of independence. The character values contained in the third grade SD theme 4 revision 2018 book can be used as a medium by teachers in instilling character values in third grade elementary school students.

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