

Analysis of the Contents of Character Values on Student Book Grade II on Theme “*Tugasku Sehari-hari (My Daily Tasks)*”

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Abstract: *This research is motivated by the misbehavior of students at present era, so it is feared that character values in students are starting to fade. Cultivating character values can be developed through student thematic book that are integrated into several subjects. This study aims to describe the content of character values in the second grade students book on theme “My Daily Tasks”. This type of research is descriptive with a qualitative design. This data collection method in this study used documentation with the object of research on character value content. Result of the study showed that, the number of character values found were 95 consisting of 7 religious values, 2 honest values, 8 discipline values, 20 responsibility values, 10 polite values, 20 caring values, 8 self-confidence values, 6 independence values, 4 creativity values, and 10 love of homeland values. Based on the research result it can be concluded that character values were found to be uneven with the most values found were responsibility and caring. Character education in students from an early age is very important to create a generation of nation with character.*

Keywords: Character Values, Character Education, Students book

1. PRELIMINARY

Changes in the modern era have brought about revolution in various aspects of life, especially in the field of science and technology (IPTEK) has undergone quite rapid changes. The developments that have occurred in Indonesia, especially in the educational system, have given birth to a new curriculum by adjusting the conditions, needs, and various problems that are happening at this time. According to the Regulation of the Republic of Indonesia No.20 of 2003 concerning the National Education System article 1 paragraph 1 explains that education is a learning process that creates a learning atmosphere with the aim of students being able to actively develop their potential including religious strength, noble moral intelligence, control, and skill for himself, society, nation and state which is carried out consciously and in a planned manner.

The current 2013 curriculum is a development to the previous curriculum. The 2013 curriculum is implemented in a structured manner starting from elementary to high school levels in 2013-2014, then undergoing changes in 2017 with the aim of preparing the nation's successor in 2045 to be known as the folding generation by providing provision in various competencies, namely Higher Order Thinking Skill (HOTS), Strengthening Character Education (PPK), creative, critical thinking, communicative, and collaborative commonly called 4C, and literacy.

According to Rusman (2018) the 2013 curriculum integrates three competency domains of attitude competence (affective), knowledge competence (cognitive), and skills competence (psychomotor). The implementation of competencies is summarized in 4 domains of Core Competence (KI) which consist of spiritual attitudes (KI 1), social attitudes (KI 2), knowledge (KI 3), and skill (KI 4). Student learning outcome is

emphasized in authentic assessment. The provision of competencies that is implemented for students focuses on the competence of spiritual attitudes related to character values.

Values is something that is considered positive and useful for individual in carrying out life. All behaviour or actions committed by humans are driven by values. Thus, whether or not the actions taken by individuals are a tangible form of the moral definition. This is reinforced by Rahayuningtyas and Mustadi (2018) that elementary school students need character education to have good goals for the nation's generation. Therefore, the 2013 curriculum is known as the character education curriculum.

Character is a person's character, morals or identity which is formed from the various results of virtue that can be used in thinking or taking action (Mardiaty, 2012). Character as a characteristic inherited individual personality according to the behaviour that is raised. A person will know about his or her identity through the character that has been implanted and developed together with everything he or she knew, saw, and understood during his or her life. The strength of character in students can grow internally if there is motivation from the environment, whether from family, school, or community. A nation in giving birth to students with character needs character education.

Lickona as quoted by Damayanti and Wibowo (2014) states “character education is the deliberate effort to develop virtues that are good for the individual and good for society”. This notion is reinforced by Khan (2004) that character education is a system that is implemented in a well-planned and maintained manner which aims to guide students. Therefore, the development of character values, especially in low grade students, especially in grade II elementary school, in carrying out an action usually

imitates older people, namely parents and teacher. Thus, teachers have a dominant role in helping and shaping the character of students in school. The development of character values in students also requires supporting facilities. The results of the study prove that implementation of character education requires insight and instrument management (Darmayanti and Wibowo, 2014). Student character can be developed through student books.

Students books as a support tool in the learning process because in books consist of reading texts and practice questions so that students will often read and work on them, this statement confirms that students books are developers of students character values. Books which have an influence on the growth and development of a student book imparts positive or negative values according to the reading content (Muslich, 2010).

The 2013 curriculum student book is in the form of an integrative thematic book that combines several subjects into one theme. In the student book there are teaching materials that facilitate meaningful learning experiences and make it easier for students to understand the material using a scientific approach through observing, experimenting, reasoning, and communicating activities. In addition, in the students book there are worksheet and student activity sheets. Various activities in learning at school are guided by students books.

It is hoped that with this revision, the student book will provide clear, good, and communicative explanations of the material, assignments and performance so that students can easily learn and inculcate lessons in themselves. This view is reinforced by Atmarizon & Zaim (2016) which state that the scientific approach to the 2013 curriculum emphasizes the effectiveness, creativity, productivity, and innovation of students developed through integrated knowledge, attitudes, and skills.

The development of character values is adjusted to the level of education. Regulation of the Minister of Education and Culture number 21 of 2016 concerning Basic and Secondary Education Content Standards states that the character values that need to be instilled in elementary school level students are contained in spiritual competence and social attitude competence. Spiritual competence

emphasizes religious values, while social competence consist of various values according to the grade level. The description of social competence for second grade at the elementary schools is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 20 of 2018, which is stated in the syllabus as, "Demonstrating the values of honesty, discipline, responsibility, caring, being independent, polite, confident, creative, and loving the country in interacting with family, friends, teachers, and community". Lower grade textbooks have considerable potential in the development and reinforcement of character values. The lower grades referred

to grades I, II, and III. Therefore, it is necessary to conduct a grade II book analysis so that the content of character values can be conveyed thoroughly and well.

The analysis of the character value content carried out in the second grade at the elementary school student book theme 3 daily tasks in the odd semester 2013 curriculum, which consists of 4 sub-themes. These themes consist of (1) my daily duties at home, (2) my daily duties at school, (3) my duties as a religious community, (4) my duties in social life. At the sub-theme about the attitude must be done towards others and their environment as well as the tasks of life.

This study aims to (1) describe the content of the character values contained in the second grade students books of theme 3 of my daily tasks, (2) analyze the result of the content of the character values contained in the book of grade II elementary school students with theme 3 of my daily tasks in strengthening the character values of students.

2. RESEARCH METHOD

This research is a descriptive qualitative research design. The researcher obtained an overview and research results from the reading text contained in the second grade elementary school student book on theme 3 of my daily tasks. Therefore, the results of this study will describe the character value content contained in the student book in detail and thoroughly.

The source of the data in this study is the book of grade II elementary school students with theme 3 daily tasks for odd semesters published by the Ministry of Education and Culture. This study focuses on the reading text of all subjects integrated in student books. The object of this research is the content of character values in the second grade student book theme 3 of my daily tasks, namely religious values, honesty, discipline, polite, self-confidence, caring, responsibility, independent, creative, and love for the country. This research data collection method used content analysis and documentation. Content analysis is used by researchers to objectively see the contents of the book to be studied. Meanwhile, documentation is useful in obtaining information that is related and appropriate to the research objectives (Moenlihabib, 2003). The main instrument in this research, was the researcher herself who observed directly in

the field, both at the grand tour question stage, the focused and selection stage, the data collection process, analysis and drawing conclusions (Sugiyono, 2018).

The research process was carried out in the data analysis technique stage according to Miles and Huberman model (Sugiyono, 2018) consisting of 3 stages, namely data reduction, data presentation and drawing conclusions. The data reduction stage aims to summarize and sort out the readings that are deemed important to provide an overview and make it easier for researchers to collect data. The data

presentation stage consists of two stages, namely classifying the data and describing the data. The data classification process of coding each character value is as follows, religious value (NRG), honest value (NJR), discipline value (NDP), responsibility value (NTJ), polite value (NST), caring value (NPL), value self-confidence (NPD), independent values (NMR), creative values (NKF), and the value of love for the country (NCTA). Furthermore, the process of describing the data uses competent analysis, namely understanding of certain domains based on the focus of the problem and research variables. Based on the data that has been collected, the next stage is drawing conclusions and verification in accordance with the research results.

3. RESULTS AND DISCUSSION

Research on the analysis of the character value content in the second grade student book on theme 3 My daily tasks consisted of 4 sub-themes, namely my daily duties at home, my daily duties at school, my duties as a religious community, and my duties in social life, as a whole explains the existence of The character values contained in the student book are in accordance with the indicators of spiritual attitudes (KI 1) and social attitudes (KI 2) based on Regulation of the Minister of Education and Culture of the Republic of Indonesia number 20 of 2018.

The results of the research on the analysis of the character value content in the second grade elementary school student book theme 3 of my daily tasks are known to contain 10 character values with a total of 95. The frequency of appearance of each character value is as follows.

Table 1. Frequency of Appearance of Character Values in Student books

No	Character Value	Sub-theme				F
		1	2	3	4	
1	NRG	2	-	3	2	7
2	NJR	-	2	-	-	2
3	NDP	1	4	1	2	8
4	NTJ	6	6	3	5	20
5	NST	2	1	5	2	10
6	NPL	5	1	8	6	20
7	NPD	2	4	1	1	8
8	NMR	3	3	-	-	6
9	NKF	1	-	-	3	4
10	NCTA	4	3	-	3	10
amount		26	24	21	24	95

Note : Description of data is processed from the integrated thematic book curriculum 2013 theme 3 of my daily tasks.

The frequency of character values found contained indicators according to the character development of students in the lower grades which are very important at the age of children to be instilled and trained. The teacher is a factor that influences the character development of children in school (Arisandy, et al. 2020).

Integrated thematic education is one of the efforts to

improve education students in Indonesia (Pratiwi, et al. 2020). In the learning process at school, student thematic books are the main teaching media in the form of student books that are used every teaching and learning activity, the teacher provides material, assignments, and practices that refer to student books so that the character values contained in them will develop and process simultaneously. with student learning activities.

Based on the results of the analysis of the character value content in the second grade elementary school student book theme 3 of my daily tasks, the more dominant character values are the values of responsibility and care. The order of the most frequent character values found were responsibility, caring, polite, love for the country, discipline, self-confidence, religion, independence, creative, and honesty. The ten character values found are in accordance with the title of the theme of my daily assignments because the contents of the student book describe or describe various student activities carried out in daily life both in the family, school and community environment that can be developed and implemented effectively and efficiently.

The value of responsibility in the student book on the theme "My daily tasks" has been largely described through activities in the reading text. The Ministry of National Education (2010) emphasized that the value of responsibility is the attitude and behavior of a person to carry out his duties and obligations that must be done to oneself, society, the environment (nature, society, and culture) of the country and God Almighty. It is very important to instill the value of responsibility in students, because a good person is someone who is able to carry out his responsibilities well.

The value of caring for the student book with the theme "My Daily Tasks" is carried out through the activeness or participation of students in an activity as well as social attitudes towards other people and the environment in life both at home, school and community Azzet (2011) suggests that every student needs to be formed and built a character of social care. It is very important to develop caring character values to make it easier for students to carry out their daily life as social beings.

The value of courtesy in the student book on the theme "My Daily Tasks" develops indicators of respect for others, mutual respect for differences, respect for others, speaking softly, being friendly and greeting when meeting other people. Azzet (2011) suggests that the development of polite character in students will make students much liked by people in the association, able to build good and pleasant communication in forming relationships with others. The development of polite character forms a student's personality who is able to build a warm relationship and communication with those around him.

The value of love for the country in the student book entitled "My Daily Tasks" teaches students about all the beauty of culture that is owned by a nation. The Ministry of

National Education (2010) argues that patriotism is a way of thinking, behaving and acting that shows loyalty, concern and high respect for language, social, physical, economic, cultural and political aspects of a nation. The deeper students understanding of the wealth, beauty, and preservation of natural culture and everything that is owned by their nation, the higher the students' love for their homeland.

The value of discipline in the student book on the theme "My Daily Tasks" is shown by students to be obedient and obedient in obeying all the rules that apply at home, school and society on a daily basis. Azzet (2011) states that living a life without good discipline, all efforts made by individuals, success will be difficult to achieve. The value of discipline is very important to be developed so that students become an organized life person and easily achieve the vision that is achieved.

Religious values in the student book theme "My Daily Tasks" have developed several indicators in accordance with the Ministry of National Education (2010), namely obedient attitudes and behaviors in implementing religious teachings, being tolerant of the implementation of other religious worship, and living in harmony adherents of other religions. Religious values are developed in students as an effort to make students become better individuals to carry out regulations in accordance with religious orders and stay away from prohibitions.

The self-esteem value in the student book entitled "My Daily Tasks" is carried out by being brave in expressing opinions, having the courage to appear in public and being optimistic in trying new things. Aqib and Sujak (2011) suggest that believing in yourself is a basic asset in

achieving success in learning. In every learning process, students need each other to exchange opinions or discussions.

The independent scores in the student book with the theme "My Daily Tasks" meet the indicators of having the competence to take initiative, feel confident about themselves, and want something for the results of their own efforts. Yaumi (2014) said that being independent is an attitude or behavior in acting that is not easy to depend on the help of others in completing a task. Independent character will encourage students to have a sense of satisfaction with their own fighting power.

The creative value in the student book with the theme "My Daily Tasks" fulfills the indicators of creative or critical thinking in doing something and creating a work. The Ministry of National Education (2010) suggests that creative value is thinking and working in a way that is new or unique to those that already exist or possess. Students are trained to be able to solve a problem at hand, either creating new works or innovations that are useful for life.)

Honest value in the student book on the theme "My Daily Tasks" can be developed through the activity of not cheating on exams, returning items that do not belong to them, and

not copying other people's work. Azzet (2011) stated that if there is no honesty, then humans have no value of goodness in front of others. Honest values are very important to be developed so that students become individuals who are trusted by others both in words and deeds.

4. CONCLUSION

Based on the results of the research analysis carried out on the second grade elementary school student book of theme 3 of my daily tasks contained ten character values according to PERMENDIKBUD No. 20 of 2018. The ten values are religious, honest, polite, discipline, responsibility, caring, self-confidence, independent, creative, and love the country. The appearance of character values was found to be uneven on each indicator. The values that appear the most in the student books are the value of responsibility and the value of caring. Educators are expected to explore character values during learning to develop student character. For further research, it is expected to be able to analyze the content of character values in other student theme books, so that they are identified clearly and thoroughly. It is hoped that the author of the book will be able to write a book containing future character values, so that the values of characters that have not yet appeared can be shown more.

This research is expected to be useful for (1) for educator, the existence of research can be used as information in the world of education, (2) for the researchers, this research is used as a reference for similar research, (3) for book author, this research can be in-depth reference for the content of character values in student book that are not yet known.

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