

Character Education on the Subthema of Obligations and Rights in School Thematic Books Curriculum 2013 Primary School Level

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abstract

The focus of this qualitative research is in the form of an analysis of the 2013 curriculum thematic book at the elementary school level, a character education perspective. This research through literature study describes, identifies, analyzes qualitatively about character education that appears in thematic books and their feasibility for teaching materials. In sub-theme 2, Obligations and My Rights in School the character education value appears 15 times. Characters related to oneself appear 5 times, namely creative 1 time, discipline 3 times, and curiosity once. Characters who are related to fellow human beings appear 6 times all of which are in one character, namely friendly / communicative. Characters related to nationality appear once, namely the value of the national spirit. Characters related to the environment appear 3 times, namely caring for the environment 2 times and caring for the social one time. Characters related to God have not appeared in the sub-themes of My Obligations and Rights at School.

Keywords: *character education; 2013 curriculum*

INTRODUCTION

1. Background

On February 18 2017, it was reported that one of the 2013 curriculum grade IV elementary school thematic books published by the Ministry of Education and Culture contained pornographic content. The book contains readings with theme titles *The beauty of my country* It contains images of Prambanan temple reliefs that contain pornographic acts. In the relief image you can see a woman naked and a man holding a woman's breast. The book is circulating in Sukabumi. Marzuki, as one of the ibtidaiyah teachers, said that this image was not very good for students. Marzuki testified that some of his students wrote dirty words due to the influence of the picture (NHN, 2017:1).

In 2016, books containing violent elements were circulated. This news was published in *Post City News*. The book is entitled *Muslim children love to read* published by Pustaka Amanah, Solo, Central Java, in 2013. The words and sentences used in the book are considered to foster children's curiosity about elements of violence. Finally, the Ministry of Education and Culture issued a circular to withdraw the book from the market (Inung, 2016: 1).

Based on this news, it can be seen that there are textbooks for students that contain negative elements. These two books circulate in educational units and become learning resources for elementary school age students. This turns out to have a bad influence on students.

The Indonesian nation is experiencing a moral crisis or moral degradation. The social and cultural conditions of Indonesian society are increasingly worrying. A moral crisis has hit this country, cases of violence occur in almost all groups, including adults,

teenagers and children. Various criminal cases are often published in newspapers. This phenomenon shows moral decline.

Efforts to improve this in the future are by preparing the next generation who have strong character. The next generation in question is all the nation's children. To prepare this generation, support is needed from various aspects, one of which is through textbooks. Through good and appropriate textbooks, students not only learn from a cognitive perspective, but also from an affective and motoric perspective. Children who receive education only from a cognitive perspective will actually endanger the nation. Children become smart but immoral, and when they grow up they can become officials and commit acts of corruption. This can happen because at school you only get lessons from a cognitive perspective. The pressure of the world of education which only prioritizes cognitive aspects has an impact on behavioral deviations. This is because the brain experiences continuous pressure without any education oriented towards the affective domain as a balance.

In order to prepare a generation with strong character, education is needed that is balanced between cognitive and affective. Students at school get balanced brain consumption and liver consumption. The affective domain can be carried out simultaneously with the cognitive domain, namely by including character education in textbooks. The textbook is character based.

2. Objective

The focus of this research is to analyze the feasibility of thematic books for class III elementary school, sub-theme 2 My Obligations and Rights at School in terms of character education. The objectives of this research are as follows.

- a. Describe character education contained in the thematic book for class III elementary school, subtheme 2 My Obligations and Rights in K-13 Schools published by the Ministry of Education and Culture
- b. Describe the appropriateness of the thematic book for class III elementary school, subtheme 2, Rights and Obligations in Schools published by the Ministry of Education and Culture in terms of character education.
- c. Analyzing the appropriateness of the delivery of character education found in the book viewed from the aspect of children's moral development.

3. Benefit

a. Theoretical Benefits

Analysis of the feasibility of the 2013 curriculum thematic books in terms of character education is expected to provide positive significance to the development of science. Package books or reading books used at elementary school level must have a positive impact. The significance of this research is that it can be used as an analysis tool for books circulating for students.

b. Practical Benefits

- 1) The results of this research can broaden teachers' horizons in choosing textbooks for students.

- 2) This research can be developed into a textbook feasibility test guideline in terms of character education.

GRAND THEORY

1. Curriculum 2013

The curriculum is written in English *curriculum* which comes from the Greek, namely "*Curr*" means runner and "*Cures*" means a place to race. Referring to the linguistic meaning, the term curriculum was originally used in sports. Curriculum in terms means "The distance covered by a runner starting from *start* until *finish* to get a medal or award." (Hamzah et al, 2018: 6). This understanding is then applied in education to become a term for a number of subjects that must be taken by students from the beginning to the end of the learning program to obtain an award called a diploma (MKDP Curriculum and Learning Development Team, 2017: 2). KBBI online defines curriculum as a set of subjects taught in educational institutions.

The curriculum contains two main things, namely subjects and objectives. This has implications for the implementation of teaching, namely that students must master the subjects given and teachers occupy an important position in determining results. The success of students is determined by the teacher with a score symbol according to their mastery of the subject.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System pasal 1 ayat 19 states:

"Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, tambahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu." (Depdiknas, 2003:4)

Based on various definitions of curriculum conveyed by experts, it can be concluded that curriculum is a set of programs planned or prepared by educational institutions in the form of documents containing educational thoughts, objectives, teaching materials, ways/methods, processes and evaluations to determine the achievements mastered by students, both inside school and outside school so that students gain experience from their learning outcomes (Hamzah et al, 2018: 6).

The change in the curriculum from KTSP to the 2013 curriculum is an effort by the Ministry of Education and Culture to meet the needs of the nation's children and make their lives smarter according to current developments. The most prominent characteristic of this curriculum is that at the elementary level curriculum, it is integrative thematic. This has an impact on thematic changes to elementary school textbooks. Some subjects are integrated into several themes.

The 2013 curriculum aims to ensure that students have sharper abilities in making observations, asking questions/*interview*, reason, and present the material that has been obtained. The 2013 curriculum focuses on learning in the form of natural, artistic, social and cultural phenomena. From this learning concept, it is hoped that students will be more creative, innovative and productive to face the

challenges of the times. The provisions needed are the ability to communicate, think clearly, critically and effectively, consider the moral side, have tolerance for diversity of opinion, and be able to live in a global society (Abdullah Idi, 2016: 25-27).

2. Textbook

Henry Guntur Tarigan and Djago Tarigan explain the textbook in several parts as follows.

- a. Textbooks are textbooks.
- b. Textbooks are always related to the field of study.
- c. Textbooks are standard books that become references.
- d. Textbooks are written by experts in their respective fields. It is. Textbooks to achieve specific instructional goals.
- e. Textbooks are equipped with teaching tools.
- f. Textbooks are adapted to certain levels of education.
- g. Textbooks to support a particular teaching program (Hendri Guntur Tarigan & Djago Tarigan, 2009: 12-13)

In summary, textbooks are textbooks in certain fields of study that are standard books. The book was prepared by experts in the field to achieve instructional goals, is equipped with teaching tools so that it is easy for users to understand, and can support the success of teaching programs (Hendri Guntur Tarigan & Djago Tarigan, 2009: 13-14). In Minister of National Education Regulation no. 2 of 2008 Pasal 1 Ayat 3 states that:

Buku teks pelajaran pendidikan dasar, menengah, dan perguruan tinggi yang selanjutnya disebut buku teks adalah buku acuan wajib untuk digunakan di satuan pendidikan dasar dan menengah atau perguruan tinggi yang memuat materi pelajaran dalam rangka meningkatkan keimanan, ketakwaan, akhlak mulia, dan kepribadian, penguasaan ilmu pengetahuan dan teknologi, peningkatan kepekaan dan kemampuan estetis, peningkatan kemampuan kinestetis dan kesehatan yang disusun berdasarkan standar nasional pendidikan (Peraturan Pemerintah Pendidikan Nasional, 2008: 2).

3. Character building

In the 14th century the term character in French "*CHARACTERS*" has started to be used, then entered into English as "*Character*" which eventually became Indonesian "Character". The online KBBI defines character as psychological traits, morals or manners that differentiate a person from others, character, disposition. Meanwhile, in the popular scientific dictionary, character is character, character, disposition, habits. In line with the term character is "*Personality characteristic*" which means talents, abilities, traits, and so on that are consistently demonstrated by a person, including behavioral patterns, physical characteristics, and personality traits (Fitri. A.Z, 2012:20).

So, in general character is associated with the unique strengths possessed by every human being. When humans are born into the world, they are given characteristics which cannot be separated from the human personality.

The curriculum center in order to further strengthen the implementation of character education in educational units identified 18 values originating from religion, Pancasila, culture and national education goals, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love of the country, (12) respect for achievements, (13) friendly/communicative (14), love peace, (15) like reading, (16) care about the environment, (17) care about social issues, and (18) responsibility (Curriculum Center, 2010: 9-10). There are many character identifications according to experts that can be used as a reference in character education. However, character can be classified into four, namely character related to God, oneself, fellow humans, nationality, and the environment.

METHODS

1. Types of research

Qualitative research methods were used by the author to study the thematic book for class III elementary school with theme 4 My Obligations and Rights published by the Ministry of Education and Culture. Qualitative research is a research procedure that produces descriptive data, namely data collected in the form of words, images, and not numbers. This research aims to build a natural perception of an object. So the author gets closer to the object as a whole, in this case the thematic book for class III elementary school with theme 4 My Obligations and Rights published by the Ministry of Education and Culture with the sub-theme My Obligations and Rights at School.

Based on the sources of data collected, the research carried out by the author was library research (*library research*), namely research in which data collection is carried out by compiling data from various literature. Literature used to support research is not limited to books, but can also include documentation materials, magazines, journals and newspapers. While the type of research used is content analysis (*content analysis*) namely examining data in the form of text, images, symbols, and so on. Textual investigation through scientific analysis of the message content of a communication, especially the content of the communication message as revealed in print media or books. Technically, the application of this analysis includes: classification of signs used in communication, determination of criteria based on clarification, use of certain analytical techniques to make predictions.

The criteria put forward are from the aspect of textual coherence or semantics, namely constructing the meaning of a text. Coherence does not have to refer to text elements that require linguistic realization. The knowledge or meaning to be expressed in the text may be implied and may influence its reception (Stefan Titscher, 2009: 37).

The content analysis typology is divided into several levels. Syntactic level, syntactic-semantic level, semantic level, syntactic-pragmatic level, and semantic-

pragmatic level, in this research takes the semantic level. The semantic level refers to the meaning of the words, sentences, and so on being studied (Stefan Titscher, 2009: 103).

2. Data Type

Any type of research cannot be separated from data. Text research also requires data, in the form of verbal data, namely words, phrases or sentences. Data is a source of information that will be selected as analysis material. Thus, the quality and accuracy of data collection depends on the sharpness of selection guided by mastery of concepts and theories (Siswantoro, 2011: 70). In this research there is primary data and secondary data.

The primary data in this research is the thematic book for class III elementary school with theme 4 My Obligations and Rights published by the Ministry of Education and Culture with the sub-theme My Obligations and Rights at School. Secondary data is various literature that is related and relevant to the research object. Especially those related to thematic textbooks, curriculum and character education.

3. Data Collection Techniques

The data used in this research was obtained using documentation and document observation methods. *Documentation method* used to search for available documentation materials, namely in the form of books, magazines, articles, and so on related to the subject of discussion. Searching this documentation is important to collect data for reference. *Document observation method*, through this documentation, we can collect theories that can be used as material for consideration regarding the issue of the value of character education contained in the thematic book for class III elementary school with theme 4 My Obligations and Rights published by the Ministry of Education and Culture under the theme My Obligations and Rights in Schools.

4. Analysis Data

The data analysis used is the Miles analysis model and Huberman. Data analysis begins when data collection takes place, and after completing the data within a certain time. Activities in this data analysis are: *data reduction*, *data display*, and *conclusion drawing/verification*. Data reduction is carried out to summarize and select the main things. Look for themes and patterns. Data display is carried out in short descriptions, charts, relationships between categories and the like. The next step is conclusion and verification.

The character of text research is casuistic, namely focusing the study on individual works, not using the population. Thus, this research only uses samples. Sampling is carried out by: *purposive sampling*. The author deliberately chooses individuals and places to understand or study the central phenomena that occur in the textbook (John Creswell, 2015: 407). This is in accordance with the act of reducing data, which is to select data by focusing on the data needed according to the specified criteria or parameters. Finally, conclusions are drawn to obtain certainty about the primary truth about the value of character education in the thematic book for class III elementary school, theme 4 My Obligations and Rights, published by the Ministry of Education and Culture, sub-theme My Obligations and Rights at School.

RESULTS AND DISCUSSION

1. Character Education in the Sub-theme Book My Obligations and Rights at Home

Table 1
Character Value

No.	TEXT	CHARACTER VALUE
1.	Beni helps the teacher tidy up the classroom cupboard. (p. 50)	Social care (character related to the environment), namely likes helping other people.
2.	Beni believes they must save paper. (p. 50)	Creative (self-related character), creating or conveying ideas to save paper.
3.	Dayu practices dancing at school regularly. (p. 52)	Discipline (self-related character), namely discipline when practicing.
4.	Lani and her friends were very happy to see Dayu dancing. (p. 52)	Friendly/communicative (character related to fellow humans), namely showing a sense of enjoyment in getting along with other people.
5.	A beautiful and neat school (the reading in the title is related to cleanliness and caring for the school environment) h. 58	Caring for the environment (character related to the environment), namely maintaining the classroom and school environment, and not destroying the environment.
6.	The school janitor sweeps it every morning. (p. 62)	Caring for the environment and discipline (characters related to the environment and oneself), namely maintaining the environment and being disciplined when sweeping.

No.	TEXT	CHARACTER VALUE
7.	During recess, the children are all outside the classroom, they play and chat. (p. 64)	Friendly/communicative (a character related to fellow humans), namely showing a sense of enjoyment in talking and getting along with other people.
8.	They picked up leaves while talking. (p. 64)	Friendly/communicative (a character related to fellow humans), namely showing a sense of enjoyment in talking, associating and working together with other people.
9.	Now every student is friends with everyone. Students always speak politely (p. 76)	Friendly/communicative (character related to fellow humans), does not discriminate in communicating and socializing
10.	He and his friends were always greeted by teachers when they arrived at school. (p.79)	Friendly/communicative (character related to fellow humans), does not discriminate in communicating and socializing
11.	Welcoming begins 30 minutes before the bell. (p. 79)	Discipline (self-related character), namely being present on time and following school rules.
12.	Lani asked the teacher (p. 83)	Curiosity (self-related character), namely likes to ask questions.

No.	TEXT	CHARACTER VALUE
13.	The teacher looked at Lani and listened to Lani's question. (p. 83)	Friendly/communicative (character related to fellow humans), namely showing a sense of enjoyment in talking and getting along with other people.
14.	During the ceremony at school, students followed the ceremony supervisor in reading the Pancasila text	National spirit (character related to nationality), namely participating in ceremonies at school.

2. Analysis Character Education in Thematic Books

In subtheme 2, My Obligations and Rights at School, the value of character education appears 15 times. Characters related to oneself appear 5 times, namely creative once, disciplined 3 times, and curious once. Characters related to fellow humans appear 6 times, all of which are one character, namely friendly/communicative. Characters related to nationality appear once, namely in the value of national spirit. Characters related to the environment appear 3 times, namely environmental care 2 times and social care 1 time. Characters related to God have not appeared in the sub-theme My Obligations and Rights at School.

In the Obligations and Rights textbook, there is a reading text that is still responsible for instilling character values in elementary school children. Below are some examples and analysis.

a. Secrets of Smart Children

Every child in your class is smart and kind. There are children who are good at sports or dancing. There are also those who are good at mathematics or languages. There are those who are good at singing or are friends with everyone (Kemendikbud, 2018: 48).

The text above shows individual differences in children. Different talents or different preferences. However, it is not directed at an attitude of tolerance or mutual respect. Can be included on how to appreciate friends with different talents. Can also be discussed about tolerance between friends at school. For example, Udin is friends with everyone at school, Udin likes playing football with Edo, learning to count with Dayu. Udin likes to be friends with everyone even though they have different talents. Students can imitate what Udin did.

b. Healthy Schools

Every child is obliged to maintain the cleanliness and health of the school. If the school is clean and healthy, the children play happily. They will always be enthusiastic about learning. However, not all schools are healthy schools... they must help maintain cleanliness in every corner of the school (Kemendikbud, 2018: 68-69).

In the text above, the discussion about environmental cleanliness is limited to theory and instructions for maintaining cleanliness. The text does not give concrete examples of actions to protect the environment, for example with the example of Edo throwing rubbish in the rubbish bins that have been provided. For example, students can sweep the yard and burn rubbish with the help of school cleaning staff.

c. Everyone Wants to Be Heard

Everyone has a story they want to tell. They have the right to be heard. We should be good listeners. We should look into the eyes of the person speaking (Kemendikbud, 2018: 88).

The text above discusses the value of communicative character. The text is still theoretical so be a good listener. Elementary school age children cannot yet imagine communicating well and being good listeners. This concept is difficult to understand because there are no concrete examples. One way to make it concrete is to create characters. For example, Edo told his friends about the natural beauty of Papua. Edo's friends asked about the trees there and wanted to visit Papua. This example can be made in the form of a conversation or narrative. Based on conversations or narratives, students can understand how to communicate well and become good listeners because they are exemplified by figures like Edo and his friends.

3. Analysis Suitability Material with the 2013 Curriculum

The 2013 curriculum focuses on learning in the form of natural, artistic, social and cultural phenomena. From this learning concept, it is hoped that students will be more creative, innovative and productive to face the challenges of the times. The provisions needed are the ability to communicate, think clearly, critically and effectively, consider the moral side, have tolerance for diversity of opinion, and be able to live in a global society (Abdullah Idi, 2017: 25-27).

The thematic book entitled *My Obligations and Rights* is relevant to the 2013 curriculum which focuses on social, artistic and cultural phenomena which are covered in the book, for example social interactions between characters in the book, can describe social interactions in the student environment. Cultural values also appear in subtheme 4 *My Obligations and Rights as a Citizen*.

The 2013 curriculum includes knowledge, skills, and attitudes or values, these three things appear in relevant reading texts as well as the value dimensions of character education. The structure of the 2013 curriculum is character and competency based, this is very relevant to character education

CONCLUSION

In subtheme 2, *My Obligations and Rights at School*, the value of character education appears 15 times. Characters related to oneself appear 5 times, namely

creative once, disciplined 3 times, and curious once. Characters related to fellow humans appear 6 times, all of which are one character, namely friendly/communicative. Characters related to nationality appear once, namely in the value of national spirit. Characters related to the environment appear 3 times, namely environmental care 2 times and social care 1 time. Characters related to God have not appeared in the sub-theme My Obligations and Rights at School.

This research is a basis for providing advice to several members of the community. For education policy holders in Indonesia, the results of this research can be input in compiling textbooks that contain character education. Writers and book reviewers are expected to pay attention to children's cognitive and moral development stages, so that textbooks can be understood easily. Educators should make innovations in learning, textbooks as guidelines, still need to be supported by sharing other books to enrich teaching methods and materials.

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