

Analysis of Character Value Contents in Class V Thematic Book Theme 7 Subtema 3 Curriculum 2013 Revision 2017 Elementary School

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ABSTRACT

Based on the problems encountered in elementary schools that teachers are still lacking in applying and adjusting the character values contained in the thematic book class V theme 7, so that students do not have the expected character. Therefore, the purpose of this study is to describe the character content contained in the thematic book Class V Theme 7 in improving the character of elementary school students. In the research conducted by the researcher using the type of qualitative method with the type of content analysis research. The subject of this research is a textbook for the 2013 Curriculum class V semester II on the theme 7 Sub-theme 3 with the theme "Events in Life". The main instrument in this research is the *human instrument*, namely the researcher himself, by entering the results of the analysis which is based on the theoretical basis related to character values. The data collection in this study was carried out by analyzing and recording the 2013 Curriculum textbooks. The limitations of this study only show the character values that need to be highlighted by the teacher in the 2013 revised 2017 edition of thematic book learning in grade V Elementary School theme 7 sub-theme 3.

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1. INTRODUCTION

Education is a teaching and learning process that cannot be separated. Education is an effort to develop the potential and talents of students [1]. Learning is one of the learning activities carried out by educators with the scope of learning outcomes [2]. The achievement of learning outcomes is carried out based on the knowledge, level of understanding, behavior, skills, abilities and abilities of

learning activities in students [3]. Thus education is an effort to develop the potential of students through learning carried out in schools by covering aspects of learning outcomes in the curriculum.

The 2013 curriculum is applied by covering the competencies of attitudes, skills and knowledge. The scope of these competencies is a reinforcement that is emphasized in the 2013 curriculum by emphasizing character education [4]. The emphasis on character education is aimed at shaping the character of students so that they can be accepted in the community [5]. The application of character education is carried out by learning that involves understanding, habituation, and example [6]. In the application of character education in the learning process, professional educators are needed so that the intended character can be achieved.

Character education is an effort to form, instill, and improve character values in students. The formation of character education can be done as early as possible to be able to grow abilities and develop the potential that exists in students [7]. Character education is also emphasized in the thematic learning learning process [8]. Emphasis on character education is carried out by habituating the expected moral and character values in accordance with the learning materials taught on each theme by educators [9]. The application of character education is needed by professional educators to be able to achieve the desired character.

Professional educators are educators who have good competence in realizing national education goals. Educators can be said to be professional if they can innovate learning and master teaching materials during the teaching and learning process [10]. In the learning process, professional educators are also required to be more sensitive, sensitive and caring for students [11]. It is intended that educators can meet the needs of students if problems are found in the learning process [12]. The selection of learning media is one of the main keys in the success of educators in making quality learning.

Learning can be said to be successful if there are changes in students after receiving the lessons given by the teacher. the success of educators in providing learning does not necessarily occur that supporting tools are needed in the teaching and learning process such as learning media [13]. One of the educators' tools in making meaningful learning for students is to use learning media. Learning media is a tool to convey messages or information in the learning process by utilizing physical, visual, and audio forms [15]. Use Teaching media is one of the tools for educators in making meaningful learning. By utilizing thematic learning teaching media, it will be more memorable and attract the interest of students to participate in the teaching and learning process.

Thematic learning is a learning approach that connects several subjects into a single unit in the form of a theme. Thematic learning aims to make students in the learning process become active in thinking, analyzing concepts and applying principles to learning [16]. In thematic learning, there are themes that play a role in focusing the focus of learning on one theme being taught [17]. By focusing on the theme, thematic learning also emphasizes character building in each lesson [18]. Therefore, the role of character education in thematic learning is very important.

Analysis of the characters contained in textbooks is one step to create quality learning. The research conducted by Rahayuningtyas and Mustadi (2018) focused on analyzing character values in the teacher's handbook, character values in student handbooks and the suitability of character values in the 2013 Curriculum teacher handbook and the fifth semester student handbook. In this study, researchers analyzed the values contained in the thematic book for class V, theme VII, sub-theme III. Analysis of character content in thematic books is aimed at maximizing character formation based on attitude assessments carried out by educators.

Research conducted by researchers at SDN 145/I Kampung Pulau found a problem that in learning in the classroom educators have not implemented character values that should be taught to students so that the character values contained in the thematic book class V Theme VII Subtheme III have not been achieved. Based on the above background, the purpose of this study is to find out what values are contained in the thematic book for class V Theme VII Subtheme III.

2. METHODS

This study uses a qualitative approach with the type of content analysis research. "Content analysis is a research technique for making reliable and valid inferences from texts (or other meaningful matter) to the contexts of their use" in Krippendorff's book, (2018). The statement said content analysis is research conducted by reviewing texts, documents, or books to describe the context being studied. The subject of this research is the thematic book class V Theme 7 Sub-theme 3 with the material "The Event of Filling Independence".

Sources of data in this study consisted of subjects and units of analysis. The subject of this research is the Curriculum 2013 textbook for class V semester II published by the Ministry of Education and Culture in 2018. The data collection in this study was carried out by analyzing and recording the 2013 Curriculum textbook. The main instrument in this study was the human instrument, namely the researcher himself by including in the rubric of analysis which is based on the theoretical basis related to character values.

The procedure used has six steps, consisting of unitizing, sampling, recording, reducing, inferring, and narrating (Krippendorff, 2013: 84). The data procurement stage consists of 3 parts, namely determining the unit of analysis, determining the sample, and recording or recording. Data reduction is done by classifying any characters that are emphasized in the analyzed book. Inference is done by using the criteria for determining the value of the characters contained in the text. The data analysis stage is the stage of describing the analytical data obtained. The data analysis phase uses analysis by describing the characters contained in each lesson so that the results of the analysis can later be applied by educators in the learning process.

3. FINDINGS AND DISCUSSION

The affective aspect is the emphasis in the 2013 curriculum. The affective aspect in the realm of thinking refers to attitudes and behaviors that include interests, feelings, emotions or values [19]. Activities for implementing integrated thematic learning use 2013 curriculum textbooks consisting of educator books and student books. Teacher's books and student's books become a reference in carrying out learning activities in the classroom. The character values contained in learning activities not only provide cognitive knowledge but also provide students with values in everyday life.

Thematic book class V semester 2 theme 7 includes 3 sub-themes. In Sub-theme 3, character values are arranged in which there are several activities. The learning contained in each activity has different character values. The following are the results of the analysis of the 2013 revised 2017 edition of the curriculum text book, theme 7 sub-theme 3 elementary schools.

Table 1. Learning Content in learning activities.

No.	Learning	Content of Lessons
1	Learning 1	Science, Indonesian, Social Sciences
2	Learning 2	Indonesian, Science, SBdP
3	Learning 3	Social Studies, Civics, Indonesian
4	Learning 4	Social Studies, Civics, Indonesian
5	Learning 5	Indonesian, Science, Social Sciences
6	Learning 6	Indonesian, PPKn, SBdP

The results of the character analysis carried out by the author in the 2013 revised 2017 edition of the thematic curriculum book theme 7 sub-theme 3.

Content of Character Values in learning 1

In the first learning activity "Let's Observe" page 153 the characters developed are Love to read, and Independent. Students are asked to read and then identify independently the parts of the letter and the types of letters contained in the student book. In the second activity "Let's have a discussion"

page 155 characters that appear refer to friendly/communicative characters. Students are invited to discuss with their friends about the similarities and differences between formal and informal invitations using tables. At the end of the activity, students are asked voluntarily to write down the results of their group work on the blackboard and discuss them together. That way students will be more communicative to their friends in expressing opinions.

The characters developed in the "Let's try" activity on page 155 are communicative, and curious. Students are formed into groups and then conduct experiments on changes in the shape of objects, sublimation. By working in groups, students are expected to be able to work together on assignments given by educators. Furthermore, the activity "Let's read" page 157 which contains the text about "Activities to fill the Independence of the State of Indonesia" contains the character values of the National Spirit. By reading the text, students can understand the struggle of the Indonesian people in seizing independence.

The planting of character values in the last few activities on pages 159-162 focuses on developing the character of the national spirit. Students make observations and identify the obstacles and supporters of national development.

Content of Character Values in learning 2

The second learning activity that combines three learning content, namely Indonesian, Natural Science, and SBdP, has several characters that are highlighted in each learning activity. The first activity "Let's Read" Page 163 with the text "The Role of Students in Filling Independence" raises the values of the spirit of nationalism in students. Students are asked to read and understand the contents of the text then make conclusions on the text. The "Let's Try" activity on page 165 provides a strengthening of the character of the national spirit by giving assignments about positive behavior activities in filling independence at home, at school, and in the community.

The activity "Let's Be Creative and Let's Try" on Pages 166-172 provides strengthening of the character of Honesty and Love for the Motherland. Students are given the task of making my diary with the command to write down the goodness and mistakes made by the students. Thus, students are required to be honest in filling their daily activities. The character of Love for the Motherland is shown in the activity on page 172, students carry out activities to observe handicrafts in the surrounding area.

Content of Character Values in learning 3

The third learning activity has several characters that stand out in each learning activity. In the first activity "Let's Read" page 174 students are asked to read the text "The Birth of Pancasila", by reading the text students are expected to have a love of reading and have the character of a national spirit. In the activity "Let's write" the characters that are highlighted are Mandiri and Tolerance, students are asked to write back about their understanding of the events of the birth of Pancasila then each student exchanges stories of their work. That way the character of tolerance can be realized by respecting differences in the answers of their peers.

Furthermore, the learning activity "Let's Practice and Let's Discuss" pages 179-180, learning activities highlight independent and friendly/communicative characters. Students are asked to write independently on the text of the role of Pancasila in the diversity of the nation. Then in the let's discuss activity, students are divided into groups to exchange ideas with each other to answer questions related to the picture of gotong royong reward 180.

The last two activities in learning three, the characters that are raised are tolerance, honesty, and responsibility. In this activity, students are asked to read a text with the theme "Mufakat Deliberation to Overcome Problems in Diversity", then students answer some of the questions listed below the text. Furthermore, in the "let's reflect" activity, students are asked to tell the events of the birth of Pancasila to their parents. Thus, students are required to be responsible and honest.

Content of Character Values in learning 4

In the first activity in the fourth lesson "Let's Read" page 184 there is the text "Different Cultures, Still Brothers" which emphasizes the value of the character of Tolerance. Students are asked to read and understand about cultural differences. The second activity "Let's practice" on page 185 contains the value of Creative characters. Students are directed to find ways to preserve the nation's culture. That way students are directed to think creatively how to preserve the nation's culture.

The next activity on pages 186-187, students are directed to read the text "Behavior in the School Environment" then understand the content that refers to the attitude of tolerance. Next, students work on the questions on page 187 which refer to the context of Bhinneka Tunggal Ika which reflects an attitude of tolerance. That way, students are expected to have an attitude of tolerance in the school and community environment.

The character content of the last activity in lesson four "Let's practice and let's reflect" refers to the attitude of tolerance. Students are directed to fill in the question column with the theme of examples of attitudes and behavior, experiences that have been carried out and provide evidence or reasons for the answers that have been made. In the last activity, students were asked to read out a pledge about attitudes and behavior in diversity.

Content of Character Values in learning 5

The characters that appear at the beginning of the "Let's observe" activity are Creative characters and Love the Motherland. In the first activity, students were asked to remember and write down what an official invitation was and the characteristics of regional painting. Furthermore, in the "Let's try" activity on page 192, students are directed to make an invitation with a regional painting motif. By making invitations with these motifs, students are asked to be creative in making them.

The activity "Let's practice" on page 193 contains Character Values Confident and creative. Students are directed to make stories of my experiences, then students are asked to tell the results of their work in front of the class in turn. The next learning content is in the form of science lessons, students experiment with changes in the shape of objects, then students are directed to observe changes that occur every minute. This activity is carried out to make students curious about the experiments carried out.

Content of Character Values in learning 6

Learning activities in the field show learning that has not integrated the character values contained in the thematic book class V Theme VII Sub-theme III, as in the content of character values in learning 6 which has several prominent character values, namely the spirit of nationalism, Love of the Land Water, and social care that should be applied by educators in the classroom.

In the first activity "Let's read" the character planting of the national spirit is directed at students to read and understand the text "Appreciating the Services of the Heroes". In the "Let's Practice" activity on page 198, students answer questions about how to appreciate the services of the Heroes. These activities can grow and provide a view of appreciating the services of the heroes.

The next activity "Let's be creative and reflect", in this activity integrated several character values in the form of Love for the Homeland and Social Care. Activities in the student book direct students to observe the diversity of arts in Indonesia. Furthermore, students are directed to the character of social care by reflecting the behaviors of the hero. With some of these activities, it is hoped that students will get used to having an attitude of patriotism and social care that reflects the behavior of heroes.

Table 2. Character content contained in each lesson

No.	Learning	Load Character Values
1	Learning 1	Likes to read, Friendly / communicative, Curiosity and national spirit
2	Learning 2	The Spirit of Nationality, Honesty, and Love for the Homeland.
3	Learning 3	National Spirit, Tolerance, Responsibility, and Honesty.
4	Learning 4	Loves to Read, Tolerance, Creative, Love the Motherland,
5	Learning 5	Love the Motherland, Creative, Curious, and independent.
6	Learning 6	National Spirit, Love for the Homeland, Social Care.

4. CONCLUSION

Based on the results of the research and discussion conducted, it can be shown that there are character values that are highlighted in the 2013 revised 2017 edition of the textbook in class V Elementary School theme 7 sub-theme 3. Some of the character values that have the most frequency in learning activities are the character of the national spirit, love for the homeland and tolerance. The planting of character values is done by providing understanding and habituation to students. It is necessary to analyze and adjust the learning so that the content of character values can be instilled in students. By analyzing the content of the material, it is hoped that it can help educators take steps to make the learning process better and apply character values in the thematic book for class V Theme VII Subtheme III.

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