



ANALYSIS OF THE VALUES OF NATIONAL CHARACTER EDUCATION IN STUDENT'S BOOK K-13 ACADEMIC CLASS V MADRASAH IBTIDAIYAH

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ABSTRACT

This study aims to describe the material, learning steps, and student evaluation sheets in the book K-13 Aqeedah Akhlak Class V, published by the Directorate of KSKK Madrasah, Directorate General of the Islamic Education Ministry of 2020. This research used a qualitative research type with content analysis techniques, semiotics, sociological approaches, theology, and pedagogy. The data sources used were primary and secondary. Methods of data collection using documentation in the form of books and other documents. Data processing techniques included coding, classification, analysis, and descriptive stages. The data validation technique uses source triangulation. The findings showed Akidah Akhlak's class V MI's national character education included values of love for the motherland, national spirit, and democracy.

Keywords: Character education, National character;

1. INTRODUCTION

Education is a conscious effort undertaken by humans to acquire knowledge, which is then used as a basis for behaviour (Titik & Nor, 2017: 2). Curriculum 2013 is one of the ways it is carried out by the government. The 2013 curriculum was established by the government with a good purpose, namely to improve the quality of existing education so that it develops for the better. The implementation of the 2013 curriculum has brought changes in various ways, including the subjects provided, learning resources, materials

provided, assessments, and so on (Dian & Ali, 2018: 124). Character is equally important when discussing education and curriculum. The character of students has, from time to time, displayed irregularities. As a result of a lack of character education, there have been various cases, such as the bullying case that occurred to the victim, who was in grade II of elementary school, and the perpetrator, who was in grade VI (24/11/2022), where this incident occurred at SDN Jenggolo Jalan Raya Sengguruh, Malang Regency. This case left the victim in a coma as a result of the bullying. The victim was dragged from school to the main road (Avirista, November 24, 2022). Based on this case, it is clear that Indonesia is currently experiencing character deviation, which occurs in elementary schools. The current generation is not doing well. This happens because of the lack of character education obtained from schools, where not only educators are supporting factors in character building, but books as learning resources must also provide context for material or steps and evaluation sheets that contain character education. Related to education, there needs to be something called character building. Character education is an effort to instill the character to think, appreciate, and experience in the form of behavior following the noble values that become their identity, which is manifested interactively with God, oneself, one another, and the environment (Annisa, Luthfi, & Dyah, 2020: 13).

Character education is essential to instill in students today because Indonesia is a country that has a rich social culture, so it is necessary to have character education. Character education is education that teaches character values that must be applied in the learning process to students so that they can improve their character formation during the learning process (Gisha, Dyah, & Arsyi, 2022: 15). Character education is a system of inculcating character values in school members that includes components of knowledge, awareness, will, and action to implement these values (Omeri, 2015: 14). Character education functions by developing the basic potential to be good-hearted, good-minded, and well-behaved. Strengthening and building multicultural national behavior and increasing cooperative national civilization in world relations (Aji, 2017: 9). There are 18 characters, and among the 18 there are characters of love for the motherland and national and democratic spirit. It is crucial for students to possess this character. Love for one's motherland is a mindset and behavior that expresses pride as well as care and a high regard for one's language, culture, economy, politics, and other aspects of one's motherland (Imas, Purwati, & Aiman, 2022: 496). In line with this, according to Hanifah et al., love for the motherland can be interpreted as a proud attitude towards the country (Hanifa et al., 2020: 76). Then, the national spirit is a way of thinking, an attitude, and insight that places the interests of the nation and state above self and group interests (Ni Putu, 2020: 54). And democratic character is a way of thinking, behaving, and acting that assesses all the rights and obligations of oneself and others (Rinja & Asih, 2019: 94). Based on the above, character building can be done through student textbooks so that students can learn and understand through the learning process. Student books are published as

package books (Ruminiati, 2016: 29). Textbooks can be used as "tools" to achieve the expected goals (Dian & Ali, 2018: 126). Books are one of the supporting facilities for developing the character of students (Desri, Khairunnisa, & Heri, 2021: 208). Textbooks are printed materials that contain information in the form of knowledge, starting from elementary school to university (Yulianto, 2017: 13). Through these textbooks, character formation can be fostered. Textbooks are very important because they offer character education so that students can learn and apply it in their lives. Character building can be done in the school environment, apart from family and society. In its implementation strategy, the government provides student books or teacher books as mandatory learning resources in schools. The book was launched in print or as an e-book. Apart from being a means of transforming knowledge, books also contain character values in order to achieve the goals of each lesson (Juli, 2019: 110).

This study aims to describe the importance of character education in the material content, procedures, and student evaluation sheets of the K-13 student book Akidah Akhlak Class V. Therefore, the success of developing this character depends on the extent to which books used as teaching resources provide material designs, steps, and student evaluation forms by including character values so that teachers and parents can assist in applying these characters to students.

2. METHODS

This research is qualitative (Sugioyono, 2017: 129). This qualitative research used data analysis techniques in the form of content analysis. The research approach was semiotic, sociological, theological, and pedagogic. The source of the data used is primary data obtained from the Class V MI book of moral principles. In addition, this research used secondary data, namely data obtained from journals and books that were relevant to this research. The research method of this research was documentation (Fenti, 2018: 42). The data processing technique used was content analysis. Paul W. Missing's analysis steps are coding, classification, analysis, and description (Burhan, 2017: 234). The data validity technique used in this study was source triangulation (Sulaiman & Mania, 2020: 98).

3. RESULTS AND DISCUSSION

The Value of Character Education in Material Content, Learning Steps and Student Evaluation Sheets in Student Books K-13 Aqidah Akhlak Class V MI

a. Love the Country

The character of loving the motherland is a way of thinking, behaving, and acting that shows loyalty, care, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation (Dakir, 2019: 35). The character of

loving the motherland is that children are taught to involve themselves in every activity with a sense of care, such as attending ceremonies and serving the nation and state (Mahdum, 2020: 4–76).

b. Spirit of Nationality

The character of the national spirit is a way of thinking, behaving, and being insightful that places the interests of the nation and state above self and group interests (Ni Putu, 2020: 54). The character of the national spirit is that children are taught to have an enthusiastic attitude by being involved in all activities, such as fighting to commemorate Independence Day (Mahdum, 2020: 4–76).

c. Democratic

Democratic character is a way of thinking, behaving, and acting that assesses all the rights and obligations of oneself and others (Rinja & Asih, 2019: 94). Democratic character, that is, children are taught to have a spirit of nationalism by being involved in activities such as prioritizing public interests over personal interests (Mahdum, 2020: 4–76).

Description of the Value of Character Education in Material Content, Learning Steps and Student Evaluation Sheets in the K-13 Student Book Aqidah Akhlak Class V MI

a. Love the Country

The character of love for the land is attitude, and love involves ways of thinking, caring, and showing loyalty to the nation. Love for the motherland can be shown by participating in ceremonies, commemorating national holidays, serving our beloved country or nation, and so on. Through the character of loving our homeland, we can convey our love by always participating in red and white flag ceremonies, involving ourselves to serve the nation and the country. This can be seen in the following quote: "No matter what the obstacles, you still love your homeland." The meaning of the quote above contains the meaning of love and care for our beloved nation and country. The character of loving the motherland is a caring attitude, which is shown through struggling to make the nation proud in all fields. A sense of love for the homeland by willingly making sacrifices, maintaining the unity and integrity of the nation, and protecting the homeland from all threats, disturbances, and challenges faced by the state and nation.

Based on the findings above, the message that can be conveyed to students is that they are taught to love the motherland. The attitude of loving the motherland teaches students to learn to love and protect the country and nation from all threats, both from outside and from within. This attitude is based on awareness and love for learning to be willing to sacrifice for the integrity of the nation and state. Therefore, it is very important

that books as learning resources provide teaching materials, steps, and learning evaluations that contain the character of the value of love for the motherland so that students are able to understand and instill it in themselves so that it can be applied in their daily lives.

The value of loving the motherland in character education is a way of thinking, behaving, and acting that shows loyalty, care, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment. As for previous research by Rizky Kurniawan Riharjo with the research title Analysis of Character Values in Indonesian Language Books for Class V SD/MI, the character value of loving the homeland is a way of thinking, behaving, and acting that shows loyalty, caring, and high appreciation for the nation's physical, social, cultural, economic, and political environment (Rizky Kurniawan, 2019: 86). In line with this, according to Yaumi in the journal Syifa et al. (2021: 19), love for the motherland is a way of thinking, behaving, and acting that shows loyalty, respect, and high respect for language, the physical, social, cultural, political, and economic environment. Based on this, the character of love for the motherland is the attitude and behavior of someone who is willing to sacrifice for the sake of the nation and state against all threats and obstacles, be they in terms of education, sports, and so on.

b. Spirit of Nationality

The character of the national spirit is a way of thinking and acting through the awareness of each individual for the state and nation. The spirit of nationalism can be carried out through the ability to have insight that places the interests of the nation and state above personal and group interests. In line with the statement above, the national spirit is an attitude that involves ways of thinking and acting by positioning personal affairs rather than group affairs so that a sense of willingness to sacrifice, love, and care is created. This can be seen in the following quote: "Fight for Indonesian independence." The meaning of the quote above contains the spirit of fighting to uphold justice for the nation and state by fighting for the liberation of the nation and state. The character of the national spirit is an attitude of love and care through the sacrifice of body and soul to make the name of the nation proud. Through these characters, we can learn about the importance of the attitude of the national spirit.

Based on the findings above, it can be concluded that students must have the character attitude of the national spirit in order to create a fighting spirit, be willing to sacrifice, and love and care for the nation and state. This attitude must be instilled in students so that they do not insult their own country. Therefore, the importance of books as teaching materials for students is in the material, steps, and learning evaluation sheets that present the character values of the national spirit so that students can understand and instill them in themselves so that they can be applied in their daily lives.

The value of the national spirit in character education is a way of thinking, acting, and gaining insight that places the interests of the nation and state above self and group interests (Dakir, 2019: 35). As for previous research by Savissia Srimawirya with the research title Character of National Spirit, the character of national spirit is a way of thinking, acting, and insight that places the interests of the nation and state above self and group interests (Savissia et al., 2021: 6). Based on this, the character of this national spirit is an attitude and action of fighting for and making the name of the nation and country proud with a fighting attitude and a willingness to sacrifice.

c. Democratic

Democratic character is the attitude and behavior of someone who can accept the behavior of others with a full sense of responsibility without pressure from any party. Democracy is an attitude that prioritizes the public interest over personal interests. This attitude arises because it is based on a person's way of thinking and acting to do what is his right and obligation. This can be seen in the following quote: "Prioritizing the public interest." The meaning of the quote above contains a democratic meaning, which is prioritizing group interests rather than personal interests. We are directly taught to prioritize public interests over personal interests, which is in accordance with the definition of democratic character. This character needs to be instilled in each individual so that he is able to distinguish between what is his right and what is his obligation.

Based on the findings above, what can be conveyed to students is that they are taught to behave in accordance with a democratic character when faced with issues of rights and obligations. It is necessary to teach and instill in students this democratic character so that they can be wiser in making decisions without having to harm one party. Therefore, books as learning resources must provide material, steps, and learning evaluation sheets that contain democratic characters so that students can understand them and instill them in them so that they can be applied to their daily lives.

The democratic values in character education are ways of thinking, behaving, and acting that value the rights and obligations of oneself and others (Rinja & Asih, 2019: 94). Similar to previous research conducted by Salma Nur Arifa and Heri Maria Zulfiati with the research title Character Value Analysis in class IV elementary school thematic student books, democratic character is a way of thinking, behaving, and acting that assesses the same rights and obligations for himself and others (Salma & Heri, 2021: 1294). Based on this, the democratic character is an attitude that prioritizes public interests rather than personal interests.

CONCLUSION

Based on the results of the analysis that has been done on student books, the components analyzed by the author are five chapters. In this analysis, it was found that there is a value to national character education, namely the value of the character of love for the motherland, the spirit of nationalism, and democracy. The description of the values of character education in the textbooks of Class V MI Akhlak Akhlak students is shown through text, sentences, and visuals.

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