Research Paper

Exploring Textbooks: Integrating Character Values a Content Analysis

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ABSTRACT

This study aimed to describe the values of character contents and methods used for integrating character values in Indonesian Language textbooks. This study was conducted using inferential content analysis research. The data sources are three books of Indonesian. The result shows that the content of character values in the Indonesian textbook consists of five categories of values that is the relations between beings and God, themselves, others, environment, and nation. The five categories of values are not evenly distributed in each chapter because each chapter has a different character's appearance theme. Percentage of the appearance of human character value in relation to God 2.19%, with self 64, 93%, with fellow 28,77%, environment 3,15%, and nation 4,11%. The method used by authors in integrating character values consists of 2 traditional methods and contemporary methods. Traditional methods used are inculcating values and modeling values. While contemporary methods used to integrate the value of character are the facilitating values and skill for value development of social and academic. Both methods are the synthesis of a comprehensive approach. A comprehensive approach is a necessary multistage in today's conditions

Keywords: Character values, Indonesia Language Textbooks.

INTRODUCTION
Background of the Study

Education is an effort taken by human beings in order to gain knowledge and knowledge. Education has the goal of developing the potential of individuals to the maximum extent possible to form human clever, skilled, and has a noble character. Currently, character education is considered very important in maintaining the quality of education. Character education not only emphasizes the formation of mastery of the theory and intelligence of learners but pay attention to the formation of attitudes.

Berkowitz (2012) explains that the positive effects of character education will significantly contribute positively to improve student motivation in achieving academic achievement. Dwiningrum (2013: 145) mentions character education is expected to overcome the crisis that occurred in the character of the global community and play a role in developing human potential optimally as well as develop patterns of thought and behavior of students who are responsible for their social roles in the family and society.

Characters are formed gradually through learning, habituation, personal experience, the influence of mass media, cultural influences, and social interaction with others who have adopted a particular attitude (Azwar, 2016). Further explained that the educational institution is one of the vehicles for the formation of an effective

character because it is sustainable and structured in building attitudes, behaviors, and personality. Therefore, the most appropriate means of character building is through an education system whose implementation is sustainable, systematic, and measurable.

One component of the process of learning activities that affect the success of education is textbooks. Harmer (2007: 182) states that most teachers around the world use textbooks to help learners in providing direction for teachers in teaching. Textbooks are also considered as a means to communicate the values of character education, either directly or indirectly. Textbooks used in learning activities are expected to integrate the values of characters in each material presented so that the values of integrated characters are internalized and actualized in everyday life.

Purpose of Study

This study is used to reveal the values contained in the 2013 2013 Revised Edition Revision Book of VII Class VII Junior High School in Pringsewu District. The content of the values contained in the textbooks will be seen as synchronizing with character education, to be used with the Curriculum 2013. Thus, it can be obtained by the Curriculum 2013. the great purpose of the implementation of Curriculum 2013.

LITERATURE REVIEW

The Essence of Character Values

Characters derived from Greek, charessein meaning "to engrave" which emphasizes the nature of the engraved will affect us to behave with certain manners (O'Sullivan, 2004: 640). Berkowitz (2002: 48) mentions that character as an individual's set of psychological characteristics that affect the person's ability and inclination to function morally. The character is comprised of those characteristics that lead a person to do the right thing or not to do the right thing. Lickona (1991: 51). Mentioned that a good character consists of knowing well, wanting good things, and doing good things. These

three things require habituation in mind, heart, and action.

The character of a person in the process of development and its formation is influenced by two factors, namely environmental factors (nurture) and innate factors (nature). School is one environment that can form a person's character. Thus, one way for the character to grow and develop through the process of education. Character education can be defined as the deliberate use of all dimensions of school life to foster optimal character development (Battistich, 2005: 3).

Character education is a way to combat behavioral choices that are unhealthy and the negative consequences that come with them. Character education is a way to help prevent the side effects of unethical behavior (Gray: 2009: 58) Based on the above explanation, it can be concluded that the purpose of character education is to form the personality of the learner so that it becomes the person having the noble character Through the integration of education character is expected learners are able to independently improve and use their knowledge and personalize the values of character and noble character so that embodied in everyday behavior.

Character Values

Character values that can be grown and developed in the students there are various. Lickona (1991: 38) explains there are two values in life that are moral and nonmoral. The moral values that should be taught in school are the value of honesty, fairness, tolerance, wisdom, self-discipline, help, caring, cooperation, courage and democratic attitudes in which special values are a form of respect and responsibility (Lickona, 1991: 38).

Indonesia Heritage Foundation (Megawangi, 2010) formulates the nine pillars of basic character that became the demands of character education. The nine pillars of the character are 1) love to God and the universe and its contents, 2) responsibility, discipline, and independence, 3) honest, trustworthy and wise, 4) respect

and courtesy, 5) affection, caring and cooperation, 6) confident, creative, hard work, and never give up, 7) justice and leadership, 8) good and humble; and 9) tolerance, peace, love, and unity.

Zuchdi, Hidayat, Agustian, Sardiman, Marzuki & La Ode (2009: 113) identify the basic values that need to be developed in character education that is 1) obedient worship, 2) honest, 3) responsibility, 4) discipline, 5) have work ethic, 6) independent, 7) synergistic, 8) critical, 9) creative and innovative, 10) visionary, 11) affection and caring, 12) sincere, 13) fair, 14) simple, 15) nationalism , and 16) internationalism. Australia through the Values Education Study (Department of Education, 2003) formulates the nine main characters that need to be developed and internalized. Those values are tolerance and understanding; Respect; Responsibility-personal, social, civic and environmental; Social justice; Excellence; Care; Inclusion and trust; Honesty; Freedom; Being ethical;

Josephson founder Character Counts (2002, 7-14) suggests that there are six pillars of characters that are "..... building blocks of good character as accepted in the United States of America". The six pillars are 1) Trustworthiness: Be honest, be a person of integrity, be loyal, be reliable, build a good reputation, do not repeat gossip or say things that will hurt the reputation of others. 2) Respect: Treat others with respect, be tolerant of differences, follow the Golden Rule, be considerate, use good manners, deal peacefully with disagreements, do not use foul language. 3) Responsibility: Do what you are supposed to, follow through on commitments, be accountable, persevere, be self-disciplined, use self-control, do your best. 4) Fairness: Follow the rules, be open-minded, listen to others, do your part, share, do not take advantage of others or unfortunate situations, give credit where due. 5) Caring: Be kind and compassionate, express gratitude, forgive others, help others, show you care by your actions, be a peacemaker. 6) Citizenship: Obey laws and rules, respect authority, cooperate, do your

share to make your community better, stay informed, vote, protect the environment and those who can not protect themselves.

The Government of Indonesia through Kemediknas_a (2010: 9-10) develops character education values that produce 18 items of character formulas. These values must be instilled in the learner as an effort to build the character of the nation. The 18 values of the character are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, And Responsibility.

Meanwhile, Kemendiknas_c (2010: 16) states that the values of characters developed in junior high school based on the study of religious values, social norms, rules / laws, academic ethics, and human rights principles, identified the character value grouped into five, the values of human behavior in relation to (1) God Almighty, (2) self, (3) fellow human beings, and (4) environment, and (5) nationality.

Based on the theory, in this study the character value used as a reference to analyze the character values contained in the textbook is the character value religious, honest, disciplined, responsible, independent, confident, logical, creative and innovative, hard work curiosity, healthy lifestyle, entrepreneurial spirit, reading, justice, tolerance, help, caring, democratic, respectful, respectful, communicative, peaceful, caring, and nationalist.

MATERIALS & METHODS

This study was conducted using inferential content analysis research. Krippendorff (2013: 24) explains that "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use".
Zuchdi (1993: 28) states that the content analysis procedure consists of steps: data procurement, data reduction, inference, and analysis.

Procurement of Data

The process of data procurement in this research consisted of determination of unit, sample determination, and recording. The data in this research is the syntactic unit in the form of sentences, paragraphs, and discourses in the form of character values, as well as methods used by the authors in integrating the values of characters in the book Indonesia Curriculum 2013 Revised Edition 2016.

Data reduction

Data reduction is an activity undertaken after the researcher performs the data procurement process. Data reduction is done by eliminating items that are not relevant to the character values analyzed in this study. Data reduction is an activity undertaken to simplify and summarize data. Data reduction activities are conducted through discussions with peers and experts.

Inference

The inference is a major part of content analysis research. Through inference, the researcher made a meaning of the data obtained and concluded the results of research based on the categories that have been determined at the beginning of the study.

Analysis

Data analysis used in this research is qualitative and quantitative data analysis. In qualitative research, content analysis is emphasized on how the researcher sees the context of the content of communication qualitatively, on how the researcher implements the contents of communication, reads symbols, implies the symbolic interaction content that occurs in communication. Quantitative data analysis, the researcher presents in tabulation data in the form of table containing content character values, table method used by writer in integrating character values, frequency of appearance and percentage.

RESULT

No	Character Category	Character Values	Frequency of Occurrence (F) and Percent Frequency (P)						FTN	PTN
			Kemendikbud		Erlangga		Yudhistira			
			F	P	F	P	F	P		
1	NKHT	Religious	10	3.77	3	1.11	3	1.49	16	2.17
2	NKHDS	Honest	33	12.45	10	3.70	11	5.45	54	7.43
3		Disciplined	27	10.19	24	8.89	7	3.47	58	7.87
4		Responsible	19	7.17	31	11.48	18	8.91	68	9.23
5		Independent	10	3.77	18	6.67	8	3.96	36	4.88
6		Confident	14	5.28	41	15.19	29	14.36	84	11.40
7		Think logically, critically, creatively, and innovatively	38	14.34	29	10.74	41	20.30	108	14,65
8		Hard work	15	5.66	8	2.96	6	2.97	29	3.93
9		Curiosity	7	2.64	0	-	13	6.44	20	2.71
10		Healthy lifestyle	1	0.38	0	-	1	0.50	2	0.27
11		Entrepreneurial spirit	0	-	0	-	0	-	0	-
12		Reading	17	6.42	5	1.85	3	1.49	25	3.49
13	KNHS	Justice	0	-	0	-	0	-	0	-
14		Tolerance	1	0.38	0	-	2	0.99	3	0.41
15		Helful	7	2.64	6	2.22	6	2.97	19	2.58
16		Caring	4	1.51	9	3.33	3	1.49	16	2.17
17		Teamwork	28	10.57	30	11.11	24	11.88	82	11.13
18		Democratic	2	0.75	23	8.52	4	1.98	29	3.93
19		Respect	9	3.40	10	3.70	5	2.48	24	3.26
20		Respectful	1	0.38	1	0.37	0	-	2	0.27
21		Communicative	1	0.38	4	1.48	6	2.97	11	1.49
22		Peaceful	0	-	0	-	0	-	0	-
23	NKHL	Environmental care	5	1.89	12	4.44	4	1.98	21	2.85
24	NKHB	Nationalist	16	6.04	6	2.22	8	3.96	30	4.07

Integration of character values in textbooks.

Source of data: This research is Indonesian Curriculum 2013 Edition of Revision 2016. Based on the analysis of

three books of Indonesian Class VII Curriculum 2013 Revised Edition 2016, found some character values introduced by the author in the introduction, material, practice questions and drawings which is in the textbook. The values of the characters contained in the book can be categorized into five categories of character values, namely human values to God, human to self, human towards others, human to the environment, and the value of the human character to the nation.

Meanwhile, the translation frequency-character values in the Indonesian Class VII Curriculum 2013 Revised Edition 2016 for each value category are distributed in the following table.

DISCUSSION
Character Values Content

Based on the results of the analysis of the three Indonesian books used by the students of grade VII in Pringsewu District, the value of character education that is integrated in the three dominant is the value of logical, creative, and innovative thinking as much as 14.65%, confidence, 11.40 %, and the value of cooperation as much as 11.13%. The values of characters that do not appear in the three books are entrepreneurial values, the value of justice, and the value of peace love. The next value that has a small percentage is the value of achieving appreciation is 0.27%, healthy lifestyle value 0.27%, tolerance 0.41%, and religious value 2.17%.

Of the 24 character values that should be developed in middle-class students drawn from several experts, only 19 character values appear in book 1, 20 character values in books 2, and 19 values of characters appearing in the book 3. Distributions of character values in each chapter are also uneven. Based on this, the authors can review by reconsidering in integrating the character values in each chapter of the lesson. It is intended that students have knowledge about the values of characters that vary and can actualize in everyday life.

Method Integration of character values in textbooks.
Based on the results of study and research on the three books, the method used by the author of the book in integrating the character values in the textbook is:
1. Traditional methods
a. Value inculcation
The value inculcation method is used to integrate character values as much as 32.17%. The form of integrated character value through incubation is through presentations, drawings, and literature studies. From the story, picture or literature study, the writer directs the students to have a good discussion with my friends and classroom teachers. Through discussion activities, students are given the opportunity to develop thinking skills and materials that contain the character values instilled constantly. It is in accordance with the characteristics of value inculcation that is communicating beliefs or knowledge with the underlying reason and respecting the opinions of others.
b. Exemplary
The exemplary method found values are used to integrate character values as much as 5.65%. Integration of character values with exemplary methods on textbooks by way of expressing exemplary characters, presenting negative examples, and analysis of idol figures. The material in textbooks implicitly or explicitly integrates character values with exemplary methods so that students can imitate the positive things that can be used as a role model.
2. Contemporary Methods
a. Facilitate Values
The method of value facilitation was found to be used to integrate character values by 35%. The values of the characters are integrated through the method of facilitation of values, among others, honest, responsible, cooperation, discipline, creative thinking, curiosity, reading, critical thinking, confident, independent, and polite. Integrating the values of these characters most often found in the activities or

exercises that exist in textbooks. The forms of exercises that are presented either independently or in groups provide an opportunity for students to be able to solve problems in accordance with the existing command in textbooks. Through such facilitation, the character values are integrated directly or indirectly so that students can actualize in activities inside or outside learning. Activities undertaken by students in the implementation of value facilitation methods have a positive impact on the development of personality (Kirschenbaum, 1995: 41).

b. Development of Academic and Social Skills

Methods of developing academic and social skills were found to be used to integrate character values by 27.39%. Character values that are integrated through academic and social skills development method that is the value of logical, critical, and creative thinking, honest, responsible, cooperation, discipline, creative thinking, curiosity, reading, confidence, independent, democratic, and polite. Integrating the values of these characters most often found in the activities or exercises that exist in textbooks. Through these methods, students can develop skills both in the academic field and also in the social field.

CONCLUSION

Based on the analysis of content values of characters in the book can be concluded that this study found five categories of human character values. The five categories of character values are the value of the human character in relation to God, the value of the human character relation to oneself, the value of the human character to the relationship with others, the value of the human character to the environment, and the value of human character in relation to the nation. The distribution of character values in each of the three studied books is not evenly distributed, so the need to review the book again. The method used to integrate character values in textbooks is the

traditional and contemporary method. The traditional method consists of the method of value inclusion and exemplary, while the contemporary method is the method of value facilitation and the development of academic and social skills.

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