

RESEARCH ARTICLE

AN ANALYSIS OF CHARACTER EDUCATION DEVELOPMENT OF HIGH SCHOOL ECONOMIC TEXTBOOKS IN BREBES DISTRICT

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ARTICLE DETAILS

ABSTRACT

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This research aims to analyze (1) character education in High School Economics textbooks in Brebes regency, (2) compatibility between character values which are integrated in textbooks and map values for the High School students based on the analysis of character education which is developed in guideline of the development of national culture and character in 2010. This study is a content analysis research with qualitative approach. The sources of data analysis are the High School Economics textbooks grade X semester 1 in Brebes regency. Techniques of data analysis are data procurement, data reduction, interference and analysis using statistically descriptive analysis. The results of the study shows the High School Economics textbooks in Kabupaten regency have been relevant to the character values which are developed in guideline for the development of national culture and character in 2010 presented explicitly and implicitly. However, there are still characters which do not mostly appear in the High School Economics textbooks grade X such as religious, nationalism, loving homeland, and loving peace.

KEYWORDS

Textbooks Delevopment, Character Education, Economics textbooks, Character Value.

1. INTRODUCTION

Education is a conscious effort taken by humans in order to improve the quality of resources through science which is the basis of behaving [1]. The educational process will generate attitudes and behaviors which will eventually become the character and personality in a truly human life [2]. The globalization era affects the shifting moral values and the character of the young generation today, accompanied with the level of information technology advances quickly. The information of an event from around the world will be known quickly. Nowadays, overseas customs and behavior eventually become the role models for the Indonesian young generations, as a result many of them ignore the moral values which are developed by Indonesia itself.

Along with the development of technology and globalization era, education undergoes a change process which is adapted to the existing conditions and circumstances. Curriculum education has undergone a change and innovation in order to achieve good national education goals. One form of educational innovation is the cultivation of the character education [3]. The current president of Indonesia, Joko Widodo, has formulated the program called *nawacita* which is one of the programs is to strengthen character education of this nation as part of a National Movement of Mental Revolution in the education [4].

The implementation of the character education in schools can be done through the integration of character education in learning in each subject [5]. Economics, which is one of the disciplines of Social Science becomes a strategic subject to apply character education [6]. One form of the integration education in the Economics is done through the internalization of character values in Economics books. In order to instill the characteristic values through text books, Bank and Bank (in article of analysis of character values in Civics and Citizenship text books Junior School class VIII, published by the journal of character education, year VII, No. 1, April 2017) claims that a strategy of character values integration is done through five dimensions [7, 8]. They are as follows:

1. Content Integration, it refers to the curriculum element of integrating examples and cultural values and the character to

illustrate the core concepts, principals, generalization, and theory in subjects.

2. Knowledge Construction Integration, it is related to how cultural values and character which are adopted by the group influence perspective, opinion and undertaking.
3. Reduction of Prejudice, it is to build a positive attitude among the students conducted by the teachers in the learning process.
4. An Equal Pedagogic, is about the educators in lifting the problems always connect to the students characters.
5. Empowerment of school culture is the cultural values and character developed through the students personality.

Textbooks are still considered as teaching materials which have a strategic role in learning process. They will often be read by the students, so they are able to influence the student development, including their character [9, 10]. However, there are still many Economics textbooks with minimal character education. A few of teachers who would like to conduct content research either to material, presentation, nor character education in Economics textbooks exacerbate the conditions which has explained above. Character education should be comprehensively written on textbooks. Textbook publisher sometimes only pursues the profits by publishing old books using new covers so that the content of character education is not appropriate with the current curriculum.

Based on the problem above, it is necessary to have a content analysis to examine the character education in a number of High School Economics textbooks used in Brebes district. This research is aimed to analyze (1) character values in High School Economics textbooks class X, and (2) relevance or consistency character values in High School Economics textbooks class X. the character values which are meant are values of character which is developed by Penguatan Pendidikan Karakter (PPK) which includes religious, nationalist, independent, mutual cooperation, and integrity [11]. Those five values have been established by the Ministry of Education and Culture of the Republic of Indonesia in 2017 as the basic values in the revolution of the nation character and the mental revolution movement. In addition, the analysis of character education is based on eighteen values developed in guidelines for the development of the nation's culture and character in 2010, those are religious, honest, tolerant, discipline, hard work, creative, independent, democratic, curiosity, national spirit, loving homeland, respecting achievement, being

friendly or communicative, loving peace, loving reading, caring for the environment [12].

2. METHOD

This research uses a content analysis with a qualitative approach. A content analysis is an analysis of documents of High School Economics textbooks in Brebes district. The source of data in this research is High School Economics textbooks used in grade X in semester 1 which are published by national publishers. The unit of this analysis is character values scattered in all parts of the book. Techniques of data analysis are data procurement, data reduction, interference and analysis. Data reduction is done through discussions with peers and experts [13].

The validity of data in this research is based on validity and reliability. The validity of the data uses semantic validity by observing the data in introductory part which consists of motivational sentences and drawing illustration and the purpose and the scope of learning. The main part consists of description of learning material, individual assignment, and group assignment. The closing part covers reflection, competency testing, affective assessment, and citizenship practice. While, the reliability used in this research is intra-rater reliability, is done by reading and reviewing to get the consistent data.

3. RESULTS AND DISCUSSION

High Schools in Brebes regency there are 32 schools which consist 17 private High Schools and 15 public High Schools. In this research, Economics textbooks which are used as data analysis are Economics textbooks which are widely used in High School in Brebes based on the information from the chief of Economics MGMP of Brebes regency are textbooks entitled "Ekonomi Kelompok Peminatan Ilmu Pengetahuan Sosial untuk SMA/MA Kelas X" published by Esis (Erlangga) in 2016 and written by Alam S, as the main textbooks which are mostly used and books mostly used are textbooks entitled "Ekonomi untuk SMA/MA Kelas X Kurikulum 2013" published by Cempaka Putih.

The analysis of character education in the High School textbooks by Esis in Brebes regency generally using SPSS version 16.0 shows that mean of character education is 5.607 with median 10.20. Data analysis of character education in High School textbooks published by Cempaka Putih in Brebes regency generally using SPSS version 16.0 shows that mean is 4.89 with median is 5.3 and modus is 6. The lowest character education is 0 and the highest is 9.7. As data analysis, the researcher uses the analysis guidelines with rating scale are as follows (Table 1).

Table 1: Adequacy Criteria of the Assessment of Character Education in High School Textbooks in Brebes Regency

No.	Interval	Criteria
1	$X > M_i + 1,5 SB_i$	Adequate
2	$M_i \leq X < M_i + 1,5 SB_i$	Adequate Enough
3	$M_i - 1,5 SB_i \leq X < M_i$	Less Adequate
4	$X < M_i - 1,5 SB_i$	Inadequate

Notes:

M_i : $\frac{1}{2}$ (the Highest score + the lowest score)

SB_i : $1/6$ (the highest score - the lowest)

Based on the formulation above, obtained the criteria of assessment of character education in the following Table 2.

Table 2: Adequacy Criteria of Assessment of Character Education in High School Economics Textbooks in Brebes Regency

No.	Interval Textbook 1	Interval Text Book 2	Criteria
1	$X > 7,73$	$X > 7,28$	Adequate
2	$5,15 \leq X < 7,73$	$4,85 \leq X < 7,28$	Adequate Enough
3	$2,57 \leq X < 5,15$	$2,42 \leq X < 4,85$	Less Adequate
4	$X < 2,57$	$X < 2,42$	Inadequate

Based on the assessment criteria above, presentation of character education in all distributional aspects are as in Table 3.

Based on the Table 3, the character education in the textbooks both text book 1 and textbook 2 are overall adequate enough, those are up to 49% and 53% seen from the value map for High School based on the material for developing cultural education and national character of the curriculum center.

Table 3: Criteria of Character Education Assessment In High School Economics Text Books In Brebes Regency

Textbook 1

No	Interval	Criteria	Frequency	Relative Frequency
1	$X > 7,73$	Adequate	10	17 %
2	$5,15 \leq X < 7,73$	Adequate Enough	29	49 %
3	$2,57 \leq X < 5,15$	Less adequate	12	20 %
4	$X < 2,57$	Inadequate	8	14 %
			59	100 %

Textbook 2

No	Interval	Criteria	Frequency	Relative Frequency
1	$X > 7,28$	Adequate	6	10 %
2	$4,85 \leq X < 7,28$	Adequate Enough	31	53 %
3	$2,42 \leq X < 4,85$	Less adequate	12	20 %
4	$X < 2,42$	Inadequate	10	17 %
			59	100 %

Based on the previous description of the character education data, character education which is in High School Economics textbooks in Brebes regency has variety. It is seen from the map value for the students of High School based on the values which are developed in the guidelines of the development of nation's culture and character in 2010 which are able to be classified as in the following Table 4.

Table 4: Character Education in High School Economics Textbooks In Brebes Regency

No	Book	Established Character Education	Less Established Character Education
1	Book 1: <i>Ekonomi Kelompok Peminatan Ilmu Pengetahuan Sosial untuk SMA/MA Kelas X (ESIS publisher)</i>	Honest, tolerant, discipline, hard-work, creative, independent, democratic, curiosity, respecting achievement, communicative, loving reading, caring the environment, caring social and responsible	Religious, nationalism, loving homeland, loving peace.
2	Book 2: <i>Ekonomi untuk SMA/MA Kelas X Kurikulum 2013 (Cempaka Putih publisher)</i>	Honest, tolerant, discipline, hard-work, creative, independent, democratic, curiosity, respecting achievement, communicative, loving reading, caring the environment, caring social and responsible	Religious, nationalism, loving homeland, loving peace.

Overall, the textbooks which are analyzed have integrated character values. Those values which are contained realized in the sub-part in the books, those are introductory part, the core and the closing. Character education in the introductory part covers pictures of illustration and the introductory description as the introductory material and each picture indicates character values themselves such as pictures of fuel purchasing line, economic figures, nowadays society condition, markets, and others relevant pictures related to the learning materials. From the pictures presented and the preliminary description, they have the meaning of character values such as religious, discipline, hard-work, creative, curiosity, being friendly, loving reading and caring the environment. While the values which do not exist yet such as honest, tolerant, independent, democratic, nationalism, loving homeland, respecting achievement, loving peace, caring social, and responsible.

In the main part of character education described in the learning materials, individual, assignment, group assignment. In the learning process explicitly the character values are mentioned in sub-chapter, it is in chapter 1 the basic concepts of Economics, character education which are conveyed such as creative, responsible, curiosity, loving reading, discipline, caring environment [13]. In chapter 2 it is about economic problems in the economic system, the character values which are

developed such as honest, discipline, hard-work, responsible, caring environment, creative and independent. In the chapter 3, it talks about the role of economic doers in the economic activity, the character values which are developed such as discipline, hard-work, creative, independent, and responsible. In the chapter 5, it tells about Financial Service Institution, the character values appear such as honest, discipline, creative and responsible. In addition, in the core part is also instilled the character values through individual and grouping assignment.

In the closing part consists of reflection, competency testing, affective assessment and practice. Character values which are developed are curiosity, creative, loving reading, honest, responsible, independent, discipline, hard-work, being friendly or communicative.

Based on the analysis result, High School textbooks in Brebes regency curriculum 2013, the material which is on the this book consists 18 national character values based on guideline cultural education and national character (Ministry of National Education, 2010), those values widen in the various aspect, it is material adopted to the 2013 curriculum, students activities in looking for the information, reading issue, observing a behavior, practice and assessment which involves reflection, group assignment, competency testing and remedial program.

From those three aspects above, if they are analyzed using Bank and Bank's theory so the integration strategy of character values in textbooks has five criteria (1) conducted through the content integration, is material which is presented in the textbooks has illustrated the character values, neither to the concept, principle, or theory of chapter 1 to 5. (2) Construction of Knowledge, (3) reduction of prejudice, (4) an equal pedagogic, (5) empowerment school culture, in the textbook is integrated in the student's activities such as reading a discourse, observing a behavior, practicing economic learning [14].

4. CONCLUSIONS

Based on the results of analysis and discussion, it can be concluded as follows: High School Economics textbooks in Brebes regency are relevant to the character values which are developed in the guideline for the development of national character and culture in 2010 presented explicitly and implicitly. The characters education which mostly appear in each book are different. In book 1 Ekonomi Kelompok Peminatan Ilmu Pengetahuan Sosial untuk SMA/MA Kelas X (ESIS publisher), characters which mostly appear are curiosity, creative, independent, and hard-work. In book 2 Ekonomi untuk Siswa SMA/MA Kelas X Kurikulum 2013 Cempaka Putih publisher, the characters are mostly established are curiosity, creative and independent.

The compatibility between character education in textbooks and map value for the High School students in training material of curriculum development of the Ministry of National Education which is presented in Economic textbooks is adequate, for the book 1 is 51% and book 2 is 49%. The percentage is not too high, it is caused by the characters which do not appear in High School Economics textbooks grade X such as religious, nationalism, loving homeland, and loving peace.

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