Analysis of Text Books PPKn Class VII SMP Based on 2013 Curriculum in Character Education Perspective

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ABSTRACT

This study aims to describe the PPKn SMP textbook analysis based on the 2013 curriculum from the perspective of character education. This type of research is library research. The data collection method uses documentation in the form of Class VII PPKn Textbooks, the publisher of the Ministry of Education and Culture of Indonesia 2017, the revised 2017 edition of the 2013 curriculum for PPKn SMP subjects, guidelines for textbook preparation, good textbook indicators, governance of textbook writing, interviews and documentation. The data analysis technique uses qualitative analysis techniques consisting of: data reduction, data display and data verification. The results of the study: based on the analysis of the Class VII PPKn textbooks based on the 2013 curriculum, the PPKn subjects in the perspective of character education are studied in 4 components, namely: the suitability of the material with KI and KD, the accuracy of the material, the learning support material, and the synchronization of the material with character education. Based on these 4 components, the following can be found: Extent, depth and theme selection are not in accordance with KI and KD, the accuracy of the concept is not sharp, the authenticity of the material is found that there are still many materials that copy and paste the thoughts of others, suitability with the development of science is felt to be sufficient lacking, the material does not encourage students' curiosity in depth, the material does not reflect diversity, the material does not show explicitly the existence of environmental readiness, in textbooks it is not supported by pictures with character, each theme does not describe the target character values, examples in each material lack of actuality and character, the language used is quite difficult to understand, the description of the material is less actual, the practice questions measure more aspects of knowledge, the cover design is less attractive, the book size is good, the book content design is good, the book size use is good , good font and font size, Accuracy the material is lacking, does not provide a clear picture of the integration or relationship with other disciplines. Based on the analysis data above, it can be concluded that the PPKn textbook for grade VII students based on the 2013 curriculum in the perspective of character education needs to be updated.

Keywords: Textbooks and character education

1. INTRODUCTION

Learning has 3 important meanings, namely learning as a process, learning as a system and learning as a change. (de Houwer et al., 2013) (1) Each meaning of learning has a different orientation to one another. Learning as a system means that in learning there are sub-systems that interact with each other in an effort to achieve predetermined learning goals. (Wenger, 2000) (2) Learning as a process means that learning is carried out in a planned, programmed, continuous and sustainable manner. In an effort to realize the learning objectives that have been set. (Lachman, 1997) (3) Learning as a meaningful change that after learning is carried out, it is expected that changes occur in students which include changes in knowledge, changes in attitudes and changes in skills (Schank et al., 2013). (4)

Although learning has multiple meanings, in general every meaning of learning has the same components. According to Slameto, 2010, (5) learning components include: educational objectives, students, educators, materials or subject matter,

approaches, strategies and methods, media or tools, learning resources, and evaluation All components in the learning system are interconnected and influence each other to achieve learning goals. Basically, the Learning process can be carried out smoothly, efficiently, and effectively thanks to positive, constructive, and productive interactions between the various components contained in the Learning system (Riyana, 2011) (6)

Teaching materials are an integral part of the learning component. Widodo and Jasmadi in Ika Lestari (2013: 1) (7) state that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating which are designed systematically and attractively in order to achieve the expected goals.

Teaching materials have various types, according to Koesnandar (2008), (8) the types of teaching materials based on the subject consist of two types, namely: (a) teaching materials that are deliberately designed for learning, such as books, handouts, worksheets and modules; (b) teaching materials which are not designed but can be used for learning, for example clippings, newspapers, films, advertisements or news.

Based on the above study, the term teaching material used in this study is a material / subject matter that is systematically compiled by the Ministry of Education and Culture as mandatory teaching material used by teachers and students in learning PPKn for seventh grade students in SMP, in short the teaching materials referred to in This research is a PPKn Textbook for Grade VII students published by the Ministry of Education and Culture.

The main reason why the PPKn Textbook for grade VII students published by the Ministry of Education and Culture is being analyzed. This is based on various facts in the field that researchers get either through questionnaires or through interviews that researchers conduct with teachers and students using the google form application, wa and contact person.

The results of questionnaires from teachers and students about the feasibility of class VII PPKn textbooks were deemed inadequate, this was shown by the difficulty of students understanding the contents of the textbooks. Likewise, the results of interviews with teachers and students regarding their responses to class VII PPKn textbooks found that Class VII PPKn textbooks were less attractive.

By looking at these facts, it is necessary to conduct an in-depth analysis of the existence of class VII PPKn textbooks. That is why research needs to be carried out with the title Class VII PPKn Textbook analysis based on the 2013 curriculum in the perspective of character education.

The results of a questionnaire from the teacher obtained by using the Google Form application obtained information: that the PPKn textbook used today: the cover is less attractive and does not reflect many character values, the themes do not accommodate all existing KI and KD, Lack of pictures characterized by each theme, more practice questions measuring aspects of knowledge, typeface and font size is good enough, the description of the material is less contextual.

The results of a questionnaire from students obtained by using the Google Form application obtained information: the book cover is less attractive, the material is difficult to study because it is not accompanied by pictures, the examples in the book are unclear,

the type of letters and font sizes are good, the summary of the faithful themes is lacking clearly, the language used is less communicative and practical.

2. METHOD

The type of research used is descriptive qualitative research. According to Sugiyono (2008: 15) (9) that descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to research on natural objective conditions where the researcher acts as a key instrument. In this study, an analysis of Class VII PPKn textbooks was conducted to determine whether they were of quality or not based on existing indicators. The follow-up is to provide suggestions and input for the improvement of the Class VII PPKn textbooks that are currently being used so that they can be more perfect and synergistic with the 2013 PPKn curriculum.

The research subjects were teachers and grade VII students in Kartasura District, and the object was the analysis of the Class VII students' PPKn textbooks. Data collection methods used were: questionnaires, interviews and documentation. The data analysis technique used flow attractive analysis techniques which consisted of 3 stages, namely: data reduction, data display, data verification. (Moleong, 2017) (10)

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The results of a questionnaire from the teacher obtained by using the google form application obtained information: that the PPKn textbook used today: the cover is less attractive and does not reflect many character values, the themes do not accommodate all existing KI and KD, Lack of pictures Character in each theme, the practice questions measure more aspects of knowledge, the typeface and font size are quite good, the material description is less contextual.

The results of the questionnaire from students obtained by using the google form application obtained information: the book cover is less attractive, the material is difficult to study because it is not accompanied by pictures, the examples in the book are unclear, the type of letters and font sizes are good, the summary of each theme is lacking clearly, the language used is less communicative and practical.

Data from interviews with teachers conducted using a video call application obtained information: teachers have difficulty understanding the essence of KI and KD 2013 curriculum in the field of PPKn SMP class VII, teachers have difficulty finding concrete examples of attitudes and behavior in each theme, teachers have difficulty choosing effective media used in online learning, the teacher has difficulty communicating interacting with seventh grade students online due to syiyal interference, the teacher has difficulty giving assignments to seventh grade students that reflect character values, the teacher has difficulty developing material in the class VII student PPKn test book, the teacher has difficulty understanding the contents of the book text because the scope is quite wide in each theme, in every theme in the textbook there is no firmness in the value of the targeted characters.

The data obtained from interviews with class VII students as many as 32 students conducted video caal one by one obtained the

following information: PPKn textbooks are less attractive, in textbooks each theme does not show what character values are desired, in textbooks lacking accompanied by pictures that are according to each sub material, the summary of each theme does not describe all the material.

By basing on research data obtained from teachers and students through questionnaires and interviews conducted with the google form and video application call, the class VII PPKn textbook published by the Ministry of Education and Culture needs to be reviewed both regarding its essence, substance, writing system and cover.

This is important because the existence of textbooks is an inseparable part of realizing optimal learning outcomes, so that by conducting an assessment, in the future there will be a higher quality PPKn textbook.

3.2. Discussion

Teaching materials are an important part of the learning process. Mulyasa (2006: 96) (11) states that teaching materials are a part of teaching resources which can be interpreted as something that contains learning messages, both specific and general in nature that can be used for learning purposes. Dick, Carey, and Carey (2009: 230) (12) add that instructional material contains the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also includes information that the learners will use to guide the progress. Based on the words of Dick, Carey, and Carey, it can be seen that the teaching materials contain content that students need to learn, either in print or facilitated by the teacher to achieve certain goals. Iskandarwassid and Dadang Sunendar (2011: 171) (13) reveal that teaching

materials are a set of information that students must absorb through fun learning.

This shows that in the preparation of teaching materials, it is hoped that students will really feel the benefits of the teaching materials or material after they have studied them. Yana Wardhana (2010: 29) (14) adds that teaching materials are a medium to achieve the desires or goals that will be achieved by students. Meanwhile, according to Opara and Oguzor (2011: 66) (15) revealed that instructional materials are the audio visual materials (software / hardware) which can be used as alternative channels of communication in the teaching-learning process. Teaching materials are visual and audiovisual learning resources that can be used as alternative channels of communication in the learning process.

Based on the above study, the term teaching material used in this study is a systematically arranged subject matter / material used by teachers and students in Indonesian language learning in junior high schools to achieve the expected goals. According to the Andi. (2011). (16) the definition of teaching materials is any form of material used to assist teachers or instructors in carrying out the learning process. The material referred to can be written or unwritten. The views of other experts say that teaching materials are a set of materials arranged systematically, both written and unwritten, so as to create an environment or atmosphere that allows students to learn. According to Panen (2001), (17) teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process (Andi, 2011: 16). (18) According to the Directorate of Junior High School

Development, the definition of teaching materials is any form of material used to assist teachers in carrying out teaching and learning activities. The material in question can be written or unwritten material. Based on these definitions, it can be concluded that teaching materials are a learning component used by teachers as learning materials for students and assisting teachers in carrying out teaching and learning activities in the classroom.

The use of PPKn textbooks for grade VII students has advantages as well as limitations. Mulyasa's strengths in Suparman M, Atwi. 2012. (19) are as follows. 1) Focusing on the individual abilities of students, because in essence students have the ability to work alone and are more responsible for their actions. 2) The existence of control of learning outcomes regarding the use of competency standards in each teaching material that must be achieved by students. 3) The relevance of the curriculum is indicated by the existence of objectives and ways of delivery, so that students can find out the relationship between learning and the results they will get, 4) Learning costs are efficient because they can followed by a large number of students, 5) Students can progress according to their own pace, 6) Teaching materials can be reviewed and revised at any time and gradually, part by part to increase their effectiveness, and 7) Students receive regular feedback in the learning process, because the feedback process can be integrated into teaching materials. And the limitations are: 1) The preparation of good teaching materials requires certain skills. This means that the success or failure of teaching materials depends on its preparation, 2) It is difficult to determine the scheduling and graduation process, and requires management

education that is very different from conventional learning, because each student completes teaching materials in different times, depending on speed and ability. respectively, 3) Learning support in the form of learning resources, is generally quite expensive, because each student has to find it himself, 4) The development costs are high and the development time is long, 5) Requires a team of designers who are highly skilled and able to work together intensively in the future. development, 6) Students are required to have high learning discipline, 7) Facilitators are required to be diligent and patient to continuously monitor the learning process, motivate members and serve individual student consultations whenever needed

In this study, what is meant by teaching materials is the PPKn textbook for grade VII students published by the Ministry of Education and Culture and becomes a guide for students and teachers in the PPKn learning process. The main reasons for analyzing this textbook are: firstly, the book has been prepared based on the revised 2013 curriculum, second: the book has been subjected to in-depth studies by the curriculum center, and third: the book has been prepared by experts. Logically, the PPKn textbook for grade VII students fulfills the textbook standardization elements. However, it is still necessary to conduct an in-depth analysis to further comply with the appropriateness of the PPKn textbook for grade VII students to be used in all seventh grade junior high schools throughout Indonesia.

The aspects used as a reference for researchers to analyze the VII grade students' PPKn textbook are; First synchronization with KI and KD, Second: bringing up the character

values for each theme and sub-theme, Third: standardizing the language used, Fourth: material content, Fifth: the images chosen for each theme and sub-theme, Sixth: the contents of the summary of each theme and Sub themes, Seventh: as well as the book cover used, and Eighth: aspects that are measured in the class VII PPKn sis textbook.

Based on the results of the analysis of the Class VII PPKn textbook, the first aspect is synchronization with KI and KD. The theme and sub-theme does not fully cover KI and Kd, meaning that there are KI and KD that do not appear in the VII grade students' PPKn textbook. This was reinforced by the results of interviews with class VII student PPKn teachers throughout Sukoharjo district through the Google form application that the PPKn textbooks for grade VII students did not all reflect KI and KD in the revised 2013 PPKN curriculum.

For the second aspect: bringing up the character values for each theme and sub-theme. The results of the analysis show that not all themes and sub-themes reflect the target character values to be achieved in each theme or sub-theme. This is reinforced by the results of interviews with class VII PPKn teachers in Sukoharjo district through the Google Form application which informs that not all themes and sub-themes reflect the desired character value targets.

For the third aspect, namely the standardization of the language used. The results of the analysis show that the language used in each theme and sub-theme is standard for the thinking patterns of grade VII students. This was supported by the results of interviews with class VII student PPKn teachers in Sukoharjo district who explained that the language used met standards so that

the material was easily understood by both teachers and students.

The fourth aspect is material content. The results of the analysis show that the scope of the content of the material is too broad and the authenticity of the material is felt to be less authentic because it takes more references from other books that the author of the book should be able to develop it with current things so that the actual material This is supported by the results of interviews with a class VII student PPKn teacher who explained that the material coverage was too broad and did not bring up current knowledge.

For the fifth aspect, the images chosen for each theme and sub-theme. The results of the analysis show that the pictures chosen for each theme and sub-theme do not show the pictures with character so that they lack attractiveness for students. This is supported by the results of interviews with PPKn teachers in Sukoharjo regency through the Google Form application explaining that the images in each theme and sub-theme are less attractive and lack character, thereby reducing the attractiveness for students to study them more deeply. For the sixth aspect, namely the summary content of each theme and sub-theme, For the seventh aspect: as well as the book cover used, For the eighth aspect: aspects that are measured in the class VII PPKn sis textbook.

4. CONCLUSION

Based on the data from the analysis conducted by researchers who are supported by data from interviews with class VII PPKn teachers in Sukoharjo district, it can be concluded that the PPKn textbooks for grade VII students based on the 2013 curriculum are good enough but not optimal in efforts to

educate students' character, because at Each theme and sub-theme is not supported by pictures with character. Likewise, the aspects that appear on each theme and sub-theme are not clearly supported by what character values are desired. Thus, the class VII PPKn textbook does not reflect maximally the perspective of character education.

ACKNOWLEDGMENT

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