CHARACTER EDUCATION VALUES IN INDONESIAN LANGUAGE TEXTBOOK FOR CLASS VII MIDDLE SCHOOL

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Abstract-This study aims to describe the values of character education contained in the Indonesian language grade VII textbook for middle school published by the Ministry of Education and Culture in the 2017 revised edition. The method used in this research is descriptive qualitative. The data used in this study are in the form of quotes, expressions, sentences, or statements that contain the value of character education. The data collection technique used in this research is a documentation study. This research instrument was carried out by referring to the 5 main character values which were the crystallization of 18 characters values according to the Ministry of Education and Culture, namely religious, nationalist, independent, mutual cooperation, and integrity. The results of the analysis of the value of character education in the Indonesian language grade VII for middle school textbooks published by the 2017 revised edition of the Ministry of Education and Culture show that there are 5 main values of character education with the value of gotong royong as the most dominant value. The contents of the values of character education are 50 items of religious character values, 50 items of nationalist character values, 33 items of independent character values, 65 items of mutual cooperation character values, and 24 items of integrity character values. The results of this study can be considered or useful input for related parties such as teachers, students, and readers to enrich their knowledge and insights, especially those related to character education.

Keywords: Values, character education, textbook.

INTRODUCTION

Education is a process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. In essence, education aims to mature a person, one of which is through the learning process. Sadulloh et al (2014: 4) say, education in a broad sense is a human effort to improve the welfare of his life, which lasts a lifetime. Learning is a person's effort to gain intelligence or knowledge. Through this learning process, a person can get instructions on the things they want to know and experience. Not only guiding knowledge, but education also plays an important role in guiding and shaping one's character. Someone who has knowledge without good character or morals will have a tendency to do bad things that can harm others.

Building character is one of the goals of education. The National Movement for Character Education which has been intensively started since 2010. According to Scerenco in (Nurfalah, 2016: 173) character education can be interpreted as an earnest effort to develop a positive personality through example, study (history and biographies of the wise and great thinkers), and practice emulation (maximum effort to realize the wisdom of what is observed and learned). The rise of juvenile delinquency, which of course is influenced by the decrease of morals in children, cannot be separated from several factors that cause the moral decreases itself. According to Nata in (Mannan, 2017: 60) first, the loose grip on religion, when it has become a tradition that everything can be achieved with science. Second, the lack of effective moral development carried out by households, schools, and communities, according to God's strict provisions. Third, the swift currents of materialistic, hedonistic, and secularistic culture. Ilahi (2014: 139) says that the lack of attention, affection, guidance, and parental guidance is one of the causes of child delinquency and triggers the occurrence of crimes or crimes that require a person to be faced with lawsuits.

Darajat in (Komariah, 2011: 47) says that the factors that cause today's moral decrease are actually numerous, among which the most important is the lack of a religious spirit embedded in each person in society, the unstable condition of society, both in terms of economic, social, and political, moral education is not carried out properly, both in the household, school and community, the household atmosphere is not good, the popular introduction of drugs and anti-pregnancy devices, a lot of writings, pictures, broadcasts, arts that do not heed the basics and moral guidance, lack of guidance to fill leisure time in a good way, and which leads to moral development, there is no or lack of guidance centers and counseling for children and youth. Books are an important component of education, especially during the learning process.
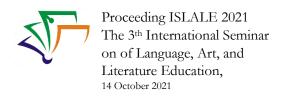
Textbooks are the main resource for students in the classroom and the main aid tool for teachers in the classroom. Any activities or activities during learning and teaching materials can be delivered through textbooks. Ilahi (2014: 24) explains that in the midst of the rampant acts of anarchism, schools still have hope and great potential in character building because they are an institution that carry out the process of learning, coaching, and training directly for students. Various efforts can be made, including integrating character education into subjects, creating extracurricular activities that prioritize the development of the human spirit, as well as establishing a communication forum between students to promote unity and integrity and increase a sense of brotherhood among students.

Books are an important component of education, especially during the learning process. Textbooks are the main resource for students in the classroom and the main aid tool for teachers in the classroom. Every activity during learning and teaching materials can be delivered through textbooks. Parents are the people who most responsible for the phenomena of juvenile delinquency that occur. In addition to parents, schools as an educational institution and the community are also parties that have a role in the character education of students. Parents are the people most responsible for the phenomena of juvenile delinquency that occur. In addition to parents, schools as an educational institution and the community are also parties that have a role in the character education of students.

As to what Hudi (2017: 31) said at least, there are many factors that contribute to influencing the moral quality among students. One of these factors is the example of teachers, parents, and the community.

The method used in this research is descriptive qualitative. The data used in this study are in the form of quotes, expressions, sentences, or statements that contain the value of character education. The data source in this study was the Indonesian language grade VII middle school textbook published by the Ministry of Education and Culture in the revised 2017 edition. The data collection technique used in this study was a documentation study. This research instrument was carried out by referring to the 5 main character values which were the crystallization of 18 characters values according to the Ministry of Education and Culture, namely religious, nationalist, independent, mutual cooperation, and integrity. Indonesian language textbooks used during the teaching and learning process in schools not only present the subject matter needed by students to learn and realize the four language skills but also contain character education in them.

The values of character education are religious, nationalist, independent, mutual cooperation, and integrity. Based on the data analysis that has been carried out, it has been found that the values of character education in the Indonesian language textbook for grade VII middle school revised 2017 edition published by the Ministry of Education and Culture. Values generally provide an overview of human behavior. The value content in this book is religious value with 50 data points, nationalist value with 50 data points, independent value with 33 data points, mutual cooperation value with 65 data points, and integrity value with 24 data points. From the data from the research, it can be concluded that the 2017 revised edition of the Indonesian language textbook

for grade VII middle school contains the value of character education. The dominant character education value is mutual cooperation.
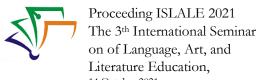
LITERATURE REVIEW
Value

Value comes from the Latin "valere" or in ancient French called "valoir" which can usually be interpreted as a price. Value is the amount of content, content, or quality. Value can also be interpreted as something that perfects humans according to their nature. According to Arikunto (Purwanto, 2017: 205) the value is the change in the score of the measurement results according to a certain reference and scale. Furthermore, Driyarkara (Subur, 2007: 2) value is the essence of something that causes it to be worthy of being pursued by humans. Bertens (Subur, 2007: 2) states that value is something that is of interest to us, something we are looking for, something pleasant, something we like and want. Complementing the statement, Elneri, Thahar and Abdurahman (2018: 2) say that value is the quality of something that makes it liked, desired, pursued, appreciated, useful and can make people who live it dignified. Value has an abstract form or nature and usually the value arises from an effect or attitude or assessment of an event.

Frankel in Kartawisastra in (Sukitman, 2016: 87) values are standards of behavior, beauty, justice, truth, and efficiency that bind humans and should be carried out and maintained. Some of the definitions above show that value is something that is very closely related to humans. Values are also closely related to morals, ethics, and one's attitude towards the surroundings. According to Hermann (Fathurrohman, Suryana, and Fatriani, 2013: 194) values are not taught but are developed through a learning process (value is neither caught or not taught, it is learned). To complement the theories above, according to Kartono Kartini and Dali Guno (Zakiyah and Rusdiana, 2014: 14) values are considered important and good. A kind of belief that someone should or should not do (eg honest, sincere) or the ideals to be achieved by someone (eg happiness, freedom). From some of the understandings presented by the experts above, it can be concluded that values generally provide an overview of human behavior. Every human behavior and actions are determined by the selection of a value in humans.

Character Education

Every human being has characteristics, behavior, behavior that is different from other humans, this is commonly called character. Character education is usually found in the school environment, the role of school residents is very decisive in shaping and building the character of students. Fathurrohman, Suryana, and Fatriani (2013: 158) stated that the school community includes the principal, teachers, administrative staff, and students, infrastructure, and the environment. From this statement, school residents, one of which is a teacher, has an important role in shaping the character of students.

Agree with Ilahi (2014: 25) every educational stakeholder, especially teachers, must be more serious in monitoring the personality development and behavior of their students so that the knowledge they absorb is not misused to commit immoral acts. Character education concerns ethics and morals related to the behavior of human daily life. Mulyasa (2012: 3) interprets character education as having a higher meaning than moral education, because character education is not only related to the problem of right and wrong, but how to instill habits (habits) about good things in life, so that children/students have a high awareness, and understanding, as well as concern and commitment to apply virtue in daily life.

Table 1. Main Values of Character

Main Values of Character				
Religious	Nationalist	Integrity	Independent	Mutual Cooperation
1. Obedience to perform worship 2. Peaceful 3. Friendship 4. Firm stance 5. Sincerity 6. Confident 7. Anti-bullying and violence 8. Love for the environment 9. Cooperation between adherents of religions and beliefs	1. Love the homeland 2. Respect cultural, ethnic and religious diversity 3. Preserving the nation's culture 4. Obey the law 5. Willing to sacrifice for the nation and country 6. Love domestic products 7. Discipline 8. Appreciation of own culture 9. Preserving the nation's cultural wealth 10. Excellence and achievement 11. Protecting the environment	1. Honesty 2. Responsibility 3. Moral commitment 4. Justice 5. Exemplary 6. Loyal 7. Anticorruption 8. Love the truth	1. Work ethic (hard work) 2. Fighting power 3. Creative 4. Resilience 5. Courage 6. Professional 7. Become a lifelong learner	1. Commitment to joint decisions 2. Cooperation 3. Volunteerism 4. Consensus 5. Inclusive 6. Appreciate 7. Antidiscrimination 8. Non-violent 9. Solidarity 10. Help each other 11. Empathy

The values of character education have been crystallized into five main character values, namely: (1) religious, (2) nationalist, (3) independent, (4) integrity, and (5) mutual cooperation. According to Tim Pusat Penilaian Pendidikan (2019: 6) the meaning and indicators of the five main characters are as follows:

1. Religious, reflecting faith in God Almighty.
2. Nationalist, placing the interests of the nation and state above the interests of themselves and their groups.
3. Independent, not dependent on others and using energy, thought, time to realize hopes, dreams, and ideals.
4. Mutual cooperation, reflecting the act of appreciating the spirit of cooperation and working together to solve common problems.
5. Integrity, an effort to make theirselves a person who can always be trusted in words, actions, and work.

A person's character is formed from habits carried out in everyday life about how a person deals with situations or circumstances. Character education is the process of changing one's attitudes and behavior in accordance with norms.

Character Education Purposes

Purposes can be interpreted as the goals or objectives to be achieved in a business that is being carried out. Education has a goal to educate the nation's life. National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context

of the intellectual life of the nation. A sociologist Rene Descartes (Fathurrohman, Suryana, and Fatriani, 2013: 10) says that science without morals is blind, morals without knowledge is stupid. From this statement, it can be understood that character is a very important factor and influences life.

The purpose of character education according to Fathurrohman, Suryana, and Fatriani (2013: 15) is to form a child's personality, so that he becomes a good human being, a citizen, and a good citizen. Furthermore, Mulyasa (2012: 9) character education aims to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of students as a whole, integrated, and balanced, in accordance with the competency standards of graduates in each educational unit. Kesuma Dharma et al (Syarbini, 2014: 43) argue that the important goal of character education is to facilitate knowledge and the development of certain values so that they are manifested in children's behavior. From the various opinions presented regarding the purpose of character education, it can be emphasized that the important goal of character education is to direct and foster a person to form and have a good character, namely character that is acceptable to society.

Textbook

"Books are windows to the world" this sentence is often heard, the saying means that through books one can find knowledge and information that was not known before. Textbooks are used as a media to deliver teaching materials by teachers to students. In addition to teaching materials, textbooks also have messages contained in them. El-Saleh (Mardikarini and Suwarjo, 2016: 263) says textbooks are primary physical resource for student performance in the classrooms.

Through books, knowledge and experience can be obtained and the more often one reads books, the wider one's horizons. A book is a sheet of paper that contains writing or is blank. Books are also closely related to the four language skills, one of which is reading. According to Tarigan (2008: 7) reading is a process that is carried out and used by readers to get the message that the author wants to convey through the medium of words/written language. Textbooks are one of the tools and references used by schools in the teaching and learning process. Textbooks are used as a medium for delivering teaching materials by teachers to students. In addition to teaching materials, textbooks also have messages contained in them.

Teacher's editions of textbooks are an asset that helps them create lesson plans by providing explanations, classroom discussion techniques, and examples of students errors or misconceptions. Kurniawan (2013: 59) reveals that educational facilities and infrastructure can be in the form of buildings (buildings) and study rooms, libraries (books), laboratories, learning equipment, and so on, which are needed as facilities and infrastructure to support the smooth learning process.

Character Education in Bahasa Indonesia Textbook

Religion is things that are religious and believe in the existence of God. Aspects of the value of religious character education are obedience to worship, love of peace, friendship, firm stance, sincerity, self-confidence, anti-bullying and violence, love for the environment, cooperation between followers of religions and beliefs. The following is an example of the value of religious character in the Indonesian Textbook for grade VII in middle school, Revised Edition 2017. "God has given the ability to fantasize as a source of creativity". This quote describes a sense of faith in God Almighty from the form of gratitude for the gifts that have been given.

Nationalism is a person's love for the homeland and the nation itself. Aspects of nationalist character values are love for the homeland, respect for cultural, ethnic and religious diversity, preserve national culture, obey the law, be willing to sacrifice for the nation and state, love

domestic products, discipline, appreciation of one's own culture, maintain the nation's cultural wealth, excel and achievement, protecting the environment. The following is an example of the value of a nationalist character in the Indonesian Language Textbook for grade VII in middle school, Revised Edition 2017. "The colossal dance drama "Ariah" was performed in the Monas area". This quote describes the effort to preserve national culture by performing Ariah dance.

Integrity is a quality, characteristic, or condition that shows a unified whole so that it has the potential and ability that radiates authority. Aspects of integrity character values include honesty, responsibility, moral commitment, justice, exemplary, loyal, anti-corruption, love of truth. The following is an example of the value of the character of integrity in the Indonesian Textbook for grade VII in middle school, Revised Edition 2017. "Great people are people who try to work on their own (not plagiarism)!". The quote of the sentence describes the form of honesty through the expression of people who do not imitate other people's work or plagiarism.

Independence is a state of being able to stand alone without depending on others. Aspects of independent character values are work ethic (hard work), fighting power, creative, resilient, courageous, professional, being a lifelong learner. The following is one of the independent character values in the Indonesian Textbook for grade VII in middle school, Revised Edition 2017. "However, it seems that my mother really enjoys school. While singing a little She did Her college assignments. Continuous learning throughout life, that's the motto ". The quote from the sentence describes the attitude of being a lifelong learner, through the statement that someone who likes school to continue to study and continue to learn throughout their life.

Mutual cooperation is working together or helping each other. Aspects of the value of the mutual cooperation character are commitment to joint decisions, cooperation, volunteerism, deliberation to reach consensus, inclusiveness, respect, anti-discrimination, anti-violence, solidarity, help, empathy. The following is one of the values of mutual cooperation character in the Indonesian Textbook for grade VII in middle school, Revised Edition 2017. "He really likes to help other people, especially those who are in trouble.". This quote describes a person's voluntary attitude by doing something, namely helping others who are in trouble voluntarily.

Indonesian language textbooks used during the teaching and learning process in schools not only present the subject matter needed by students to learn and realize the four language skills but also contain character education in them. The values of character education are religious, nationalist, independent, mutual cooperation, and integrity. Based on the data analysis that has been carried out, it has been found that the values of character education are found in the revised 2017 edition of the Indonesian Ministry of Education and Culture's Indonesian textbook for grade VII in middle school.

Values generally provide an overview of human behavior. The value content in this book is the religious value with 50 data points, the nationalist value with 50 data points, the independent value with 33 data points, the mutual cooperation value with 65 data points, and the integrity value with 24 data points. From the data from the research, it can be concluded that the revised 2017 edition of the Indonesian language textbook for class VII in middle school contains the value of character education. The dominant character education value is mutual cooperation.

Books are an important component of education, especially during the learning process. Through the book it is hoped that comprehensive data will be found regarding the values of character education contained in the Indonesian language textbook so that it can be used as a basis or reference for making policies regarding efforts to integrate and internalize character education values in the compiling of Indonesian language textbooks for middle schools. Thus, textbooks can be used as effective media to instill character values to students

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