

Character Value Analysis Student Books Semester 1 Chapter 2 Pancasila Education Class V

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Abstract

One of the subjects that has an important role in character education is Pancasila Education. In the book Pancasila Education grade V SDN Ngaliyan 02 Semarang Merdeka has an important role to direct students to become lifelong learners who are characteristic, competent, and behave according to Pancasila values. The method of qualitative analysis is used to identify the character values implied in the text of the student's book. By using documentation data collection techniques. To analyze data using data analysis techniques in the form of data reduction, data presentation and verification / conclusion. The results showed that the book for semester 1 chapter 2 students of the Independent Curriculum contains various character values, such as mutual assistance, independence, critical and creative reasoning. However, there are also shortcomings in the representation of some character values that are not balanced and there are even no character values listed in the book. This research makes an important contribution in understanding what are the character values in the Merdeka curriculum in this student book and provides recommendations for further improvement for the author of the student book in the development of character values that are lacking in learning Pancasila Education that is more holistic and comprehensive, so that the impact if all values are covered in each of these subchapters or at least balanced there is at least 1 character value, Then students will be easier to understand and educators are also not confused in applying character values to the learning process.

Keywords: Analysis, Character Education Value, Pancasila Education Student Book Class V Semester 1 Chapter 2 SDN Ngaliyan 02 Semarang



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INTRODUCTION

Along with the changing times, people's lives in Indonesia have undergone very drastic changes, due to the influence of digital media, knowledge, and other sciences. The changing times make many problems and challenges that must be faced. The problem that arises today is the lack of community ability in terms of educational literacy, technology, and an inappropriate education system. Therefore, the existence of education at various levels from elementary school to college is highly expected, in order to be able to produce a generation that has literacy abilities both in skills, knowledge, and attitudes (Haryati & Khoiriyah, 2017). Education is an effort to transform knowledge or educational values carried out in the teaching and learning process for the implementation of the process of student self-development activities in order to become useful humans in accordance with the goals that have been made (Wulandari et al., 2023). Education is the main capital for an institution or government where the main goal is to produce qualified and intelligent people and build the nation and state of Indonesia, therefore the role of various parties is needed such as the role of family, environment and government institutions so that the goals of education can be realized properly. In addition, the role of various parties is needed, of course, in paying attention to and solving various problems that occur in education (Chabibah, 2016).

To create educational goals desired by the Indonesian nation as explained in the Preamble to the Constitution of the Republic of Indonesia in 1945 that: "The Government of the State of Indonesia that protects the entire Indonesian nation, and all Indonesian bloodshed, and to

promote the general welfare, educate the life of the nation, and participate in implementing world order based on independence, lasting peace and social justice". (Mujtahidin, 2015) To be able to realize the function of national education, efforts are needed to improve the quality of the learning process at the education unit level. This shows that Indonesian national education prioritizes character building, attitudes, and transformation of existing values. The components expected in the education unit include educators, students, goals, learning strategies, goals, and curriculum (Rosdiana et al., 2022).

With the existence of the Pancasila Student Profile in the Independent Curriculum, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia has published textbooks as a means of learning, especially for grade V students. This is very influential on the process carried out in education to instill character values in students in order to build a better personality, be it human values with their gods, humans with the environment, or humans with humans (Santosa & Zaenuri, 2022). There are several factors that cause the damage to the value of character education at this time. Like the case that occurred at SD Negeri 1 Teluk Pandan, Pesawaran Regency, Lampung, the occurrence of school bullying cases in grade V students with the initials SK, the child was bullied not the first time, but has happened repeatedly by his own upperclassmen. The motive is because the victim does not want to play with the perpetrators who are in grade 6 (Bukit et al., 2023). Furthermore, regarding Pancasila Education, which used to be Pancasila and Civic Education, was changed since the Merdeka curriculum was enacted. The meaning or purpose remains the same to make the character of students in accordance with the existing curriculum and appropriate in Indonesia. While the Merdeka curriculum itself is a new idea from the Minister of Education and Culture Mr. Nadiem Makarim, changed which was previously the 2013 curriculum. Due to the incompatibility of the 2013 curriculum with today, the Merdeka curriculum was changed (Zai et al., 2024).

Based on the background above, the researcher would like to discuss about "Analysis of Character Values in the Pancasila Education Textbook Class V Semester 1 Chapter 2 Elementary School". Where it is very necessary to do some analysis related to the character values contained in the book (Zuriah & Sunaryo, 2022a). Because based on what researchers read there is conformity with the independent curriculum, there are character values in it that can emphasize the formation of student character in accordance with the dimensions of the Pancasila Student Profile. Because today there are so many deviations in character decline that occur everywhere, even in the researcher's own environment. Many students perform actions beyond reason such as saying rude words, disrespecting elders, and bullying (Zuriah & Sunaryo, 2022b)

RESEARCH METHODS

1. Types of Research. This research uses a qualitative research approach, which is a form of data that is descriptive or systematic. This research is used to examine a natural object without any change and without hypothesis test. Qualitative data is a form of data that is descriptive or describes a phenomenon and event in human life, both directly and indirectly, in the event under contextual study (Ramadhan et al., 2021). This research is included in library research, which is the object studied using literature date in the form of books. This research was conducted by reading, studying, and analyzing various literature and textbooks. As well as relevant research results, to get answers from theoretical foundations regarding the problem to be researched (Ariyanti et al., 2019).
2. Data Source. In this study, researchers used two kinds of data, namely primary data and secondary data.
 - a. Primary Data Source. The Primary Data Source is data obtained from the textbook of

Pancasila Education Curriculum Merdeka Class V Semester 1 Chapter 2 SDN Ngaliyan 02 Semarang.

- b. Secondary Data Source. Secondary Data Source is a data source that is used as a complement to a study or through other media intermediaries, where the data has been processed directly. This secondary data source includes several journals, previous theses, and student characteristics that are related and relevant to the research researched by the author (Susilawati & Amrillah, 2023).
3. Data Collection and Data Analysis Methods
- a. Data Collection Methods. The documentation method is a data collection technique carried out by researching and analyzing various kinds of documents from the object of research. This document is obtained from written sources that are already available such as books, magazines, articles, and others. In this study, the documentation obtained is from sentences contained in several student character building values in the Pancasila Education class V textbook in 2024 (Zai et al., 2024)
 - b. Data Analysis. Data analysis techniques carried out include data reduction, data presentation, and data verification (Hartita et al., 2023)

RESEARCH RESULT AND DISCUSSION

The results of this study are in the form of character education value content in the textbook of grade V elementary school / mi semester 1 chapter 2 of the Merdeka curriculum. The data obtained after reading and analyzing based on character education values are 1) faith, fear of True Source, and noble character, (2) global diversity, (3) mutual assistance, (4) independence, (5) critical reasoning, and (6) creative. Meanwhile, to describe the value of character education in student textbooks, researchers conducted book analysis. Based on these activities, the results of research obtained regarding the content of character education values in the Pancasila Education textbook class V SD/MI semester 2 of the Merdeka curriculum are described as explained in the table below (Damayanti & Rahmawati, 2021).

Findings

Table 1. Chapter 2

Sub Bab	Character Value					
	Believe, fear True Source, and bless glory	Global Diversity	Work together	Independen	Critical Reasoning	Creative
a. Meaning of Norms in Life	1	0	0	0	2	0
B. Types of Norms Applicable in the Community Environment	5	0	0	0	1	0
C. Benefits of Implementing Norms and Rules in Society	1	0	0	0	1	0
D. Implementing Norms and Rules at Home	3	0	0	0	2	0
E. Effects of	0	0	2	0	2	0

Violating Norms and Rules						
F. Rights and Obligations	3	0	1	0	1	0

Discussion

Table 1. Chapter 2

Discussion A. The Meaning of Norms in My Life:

- a. Character Values of Faith, Devotion to True Source, and Noble Morals
 - 1. Page 65, Let's Observe is shown in the sentence "In the picture you can see the child praying before learning begins".
 - ⇒ The meaning of faith, devotion to True Source, and noble morals Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.
- b. The Value of Critical Reasoned Character
 - 1. Page 65, Let's Observe, The sentence "What is the student doing in the picture, what behavior is appropriate in the picture, what norms has the student done in the picture"?
 - 2. Page 68, Let's Practice 1, the sentence "What do you think is acceptable if someone violates the norm".
 - ⇒ The purpose of critical reasoning character value is a person's ability to carefully evaluate information, questions, and critically analyze before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

Discussion B. Types of Norms Applicable in the Community Environment

- a. Character Values of Faith, Devotion to True Source, and Noble Character
 - 1. Page 68, The sentence "Give an opportunity to a friend to practice his worship".
 - 2. Page 70, Sentence "As religious people, we are obliged to carry out the commandments and stay away from prohibitions according to the religion professed".
 - 3. Page 71, The sentence "Bending slightly when walking in front of others, throwing garbage in its place, greeting the teacher politely".
 - 4. Page 72, Sentence "Give a seat to an older person, return a wallet dropped on the street to its owner".
 - 5. Page 73, The sentence "Doing exams honestly, wearing a helmet while on the road".
 - ⇒ Makna iman, ketaqwaan kepada Tuhan YME, dan berakhlak mulia Dimana ada sikap yang menunjukkan ketaatan kepada Tuhan, berperilaku baik dan mulia sesuai dengan agama yang dianutnya.
- b. Nilai Karakter Bernalar Kritis
 - 1. Page 75, Sentence "What is the person doing to the picture, are they breaking the rules, what rules is the person breaking, are their actions enviable?"
 - ⇒ The purpose of critical reasoning character value is a person's ability to carefully evaluate information, questions, and critically analyze before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

Discussion C. Benefits of Implementing Norms and Rules in Society

- a. The Character Value of Faith, Devotion to God, and Noble Character
 - 1. Page 78, Sentence "As students we must do tests according to the rules, obey the rules when driving, and pay taxes on time".

⇒ The meaning of faith, devotion to True Source, and noble morals Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.

b. The Value of Critical Reasoned Character

1. Page 79, Come, Practice 3 (Formative Assessment), Sentence "Shown some of the benefits of the Action, then the student will guess or answer which one is included in one of the corresponding Actions".

⇒ The purpose of critical reasoning character value is a person's ability to carefully evaluate information, questions, and critically analyze before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

Discussion D. Implementing Norms and Rules Around

a. The Character Value of Faith, Devotion to God, and Noble Character

1. Page 80, The sentence "Say goodbye to parents before going to school".

2. Page 81, The sentence "Greet the teacher politely and courteously".

3. Page 82, The sentence "Throwing garbage where it belongs".

⇒ The meaning of faith, devotion to True Source, and noble morals Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.

b. The Value of Critical Reasoned Character

1. Page 85, Come on, Practice 4 (Formative Assessment), Sentence "Shown some behaviors that are in accordance with applicable norms, then students will guess or answer by ticking or incorrectly which one is included in one of the behaviors that are in accordance with applicable norms".

2. Page 86, Come on, Practice 4 (Formative Assessment), Sentence "Shown some pictures such as looking at a messy room and seeing a friend who fell while playing, from the picture The action, what should I do". The purpose of critical reasoning character value is a person's ability to carefully evaluate information, questions, and critically analyze before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

Discussion E. Effects of Violating Norms and Rules

a. The Value of Character Working Together

1. Page 83, Sentence "Cleaning drains together".

2. Page 84, The sentence "Taking a sick neighbor to the hospital".

⇒ The purpose of the character value of working together is to encourage cooperation and mutual assistance between individuals or groups in achieving the same goal whatever it is.

b. The Value of Critical Reasoned Character

1. Page 87, Sentence "There are pictures available where people ride not on the street, then asked questions about the consequences caused and the sanctions obtained for violations".

2. Page 89, Let's Practice 5 (Formative Assessment), Sentence "There is a picture of students cheating, then the question is in the form of what norms are violated, what consequences and also students must choose by pairing appropriately the norm refreshment and its consequences".

- ⇒ The purpose of critical reasoning character value is a person's ability to carefully evaluate information, questions, and critically analyze before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

Discussion F. Rights and Obligations

- a. Character Values of Faith, Devotion to True Source, and Noble Character
1. Page 91, Sentence "Obey parents' instructions, clean the room".
 2. Page 92, Sentence "Helping parents work, asking permission before going to school".
 3. Page 95, The sentence "come to school on time, take care of school facilities".
⇒ The meaning of faith, devotion to True Source, and noble morals Where there is an attitude that shows obedience to God, behaves well and is noble in accordance with the religion he adheres to.
- b. Character Value Working Together
1. Page 97, Sentence "Keeping the environment clean".
⇒ The purpose of the character value of working together is to encourage cooperation and mutual assistance between individuals or groups in achieving the same goal whatever it is.
- c. The Value of Critical Reasoned Character
1. Page 101, Come, Practice 6 (Formative Assessment), Sentence "A text of 1 paragraph is provided and asked what rights and obligations are neglected and obtained read the text, then how to overcome it how".
 2. Page 102, HOTS question, Sentence "Given a short explanatory text, then students will answer in agreement or accordingly or not, explain what should be done".
⇒ The purpose of critical reasoning character value is a person's ability to carefully evaluate information, questions, and critically analyze before making decisions. Involves the ability to think logically, objectively, and critically in achieving deep understanding.

CONCLUSION

Based on the results of the content analysis of character education values in the student book published by CV Pustaka Persada class V semester 1 of 2023, in chapter 2 there are 6 subchapters or subchapters a, namely the meaning of norms in my life contains 2 character values, namely 1 character value of faith, devotion to God Almighty and noble morals, and 2 character values of critical reasoning. In subchapter b, the types of norms that apply in the community, namely 5 character values of faith, devotion to God Almighty and noble character, 1 character value of global diversity, and 1 character value of critical reasoning. In subchapter c, the benefits of implementing norms and rules in society, contain 1 character value of faith, devotion to God Almighty and noble character, and 1 character value of critical reasoning. In subchapter d, implementing norms and rules in society, contains 3 character values of faith, devotion to God Almighty and noble character, and 2 character values of critical reasoning. In subab e, due to violating norms and rules, it contains 2 character values of mutual cooperation, and 2 character values of critical reasoning. Finally, in subchapter f, rights and obligations, contains 3 character values of faith, devotion to God Almighty and noble character, 1 character value of mutual cooperation, and 2 character values of critical reasoning. So in conclusion, in total chapter 2 there are 26 character values with the most appearing in each subchapter, namely character values, character values of faith, devotion to God Almighty, and noble morals with a total of 13 and the least rated character of mutual cooperation with a total of 3, and for

the total value of critical reasoning characters is 10. Therefore, it is better that in chapter 2 of semester 1 there is at least 1 character value of independent, creative, and global diversity listed but it is not, so it should be corrected by the author of the book because there are only 6 character values in the Merdeka curriculum, but it turns out that there are some character values that have not been listed in semester 1 chapter 2. In order to become a unified whole, although there must be at least 1 value of independent, creative, and global diversity character in each subchapter, so that in chapter 2 of semester 1 each subchapter is evenly distributed.

So my suggestion is the frequency of the appearance of each character education value in the textbook of grade V elementary school / mi students semester 1 chapter 2 where each subchapter is spread unevenly considered again, for example in subab a listed the value of independent, creative, and global diversity characters, then in subchapter b the value of mutual cooperation and faith, then in subchapter c there is the value of critical reasoning character and for example working together so that it is evenly distributed there are all in chapter 2 semester 1 for 6 grades Characters that match the profile of Pancasila students, and what subchapter D is the same, what subchapter E is the same, want the most or few character values at least all 6 character values appear in semester 1 chapter 2, but also depends on the focus of developing character values from textbooks, so it is hoped that future research will analyze more themes regarding the value of character education and also student book authors, Especially what I researched to pay more attention to character values that must also be highlighted more, even though it is good enough, maybe in the future it can be improved again. The value of character education should be integrated into every learning content and distributed equally.

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