



Values of Discipline Character in Class I Student's Book Elementary School Theme is Myself

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ABSTRACT

This study aims to describe the content of discipline character values contained in the handbook for the first graders This study aims to describe the content of the discipline character values contained in the handbook for the first graders of the Tema Diriku Elementary School. This research is included in the content analysis with implementation through six stages, namely: collecting data; determining the sample; recording data; reduction; drawing conclusions, and describing the research results. The 2013 Revised Edition of the 2017 Elementary School Curriculum Textbook published by the Ministry of Education and Culture is this study's data source. The book consists of four sub-themes as the object of research is the content of discipline character values contained in the first-grade elementary school student textbook, my theme. The results showed that (1) The Book of Grade I Elementary School Students, Revised Edition 2017 Edition of the Ministry of Education and Culture, contained four sub-themes, namely sub-theme 1: Me And My New Friends, Sub-theme 2: My Body, Sub-theme 3: I Take Care of My Body, and Subtheme 4: I'm Special. Each sub-theme consists of lessons one to six lessons. The total number of pages of this student book is 146 pages. 2) there is a variance in the content of disciplinary character values in each sub-theme. The number of sub-theme 1 is 27.8%, sub-theme 2 is 28.6%, sub-theme 3 is 34.1% and sub-theme 4 is 0.0%.

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INTRODUCTION

In the Regulation of the Minister of Education and Culture Number 21 of 2016 concerning Content Standards for Primary and Secondary Education, it is explained that the character that must be embedded in students at the basic education level is contained in the competence of spiritual attitudes and competence of social attitudes. These character values consist of religious, honest, disciplined, polite, confident, caring, and responsible. These character values can be instilled in the school environment by teachers and all school members and invite parents to cooperate or participate.

Through learning activities, character values can be instilled. Teaching materials in learning activities can be used as a source of student learning. In the 2013 Curriculum the printed teaching materials used are textbooks. Camblis and Calfee as quoted by Muslich (2010) argues that textbooks play a major role in changes that occur in students' brains and children's knowledge and certain values can be influenced by textbooks. Based on the arguments put forward by the expert, one of the means to learn about knowledge and the cultivation of character values according to the content used can be through the textbooks used. One source of student learning about character values that are useful for their future that can be used in learning activities is textbooks.

The Minister of National Education Regulation Number 2 of 2008 concerning Books explains that textbooks contain learning materials in order to increase faith, piety, noble character, and personality, mastery of science and technology, increase sensitivity and aesthetic abilities, improve kinesthetic abilities and health which are compiled based on national education standards. In accordance with what is explained in the ministerial regulation, books are not only used to convey knowledge material to students but can also be used as a medium for inculcating piety, faith, noble character, and internalizing other character values. (*Regulation of the Minister of National Education*, 2008). From this it can be concluded that textbooks can be used as a means of internalizing character values to students.

In the 2013 Curriculum the teaching materials used are printed teaching materials consisting of books that are used by teachers and books that are used by students. The books that are used by the teacher cover the same activities as student books, but differ in terms of the components in it. In general, the teacher's handbook consists of activities to be carried out and what materials need to be prepared in carrying out learning. While the student handbook is a learning guide for students in a series of learning implementations in elementary schools. The student handbook contains many interesting-looking pictures, short stories or short stories, many types of folk songs, various fun games, simple learning materials, and student worksheets or worksheets. The Minister of Education and Culture Regulation Number 08 of 2016 concerning Books explains that "The description of the material must be able to develop students' knowledge, skills, and positive attitudes". The three aspects are the teacher's task to be developed for students through student books so that teaching and learning outcomes are more effective and maximal.

One part of the character values that are important to instill in students is discipline. Discipline is defined as obedience in complying with applicable regulations. It is explained that discipline can be interpreted as a person's obedience which is supported by a genuine awareness to carry out his duties and responsibilities and behave according to the regulations that apply to a certain environment. Referring to the description above, it can be understood that discipline can be understood by the obedience of an individual to the rules imposed on social groups; self-control and individuals can direct themselves when they behave with full awareness. Student discipline in the context of the school environment is understood as being obedient and obedient to students in implementing the regulations imposed on the school environment consistently and with full sincerity, the teaching and learning process can run smoothly. Discipline can affect student learning outcomes (Handayani & Subakti, 2020), (Chaerunisa & Latief, 2021).

The importance of inculcating the value of disciplined character is based on the reason that nowadays there are many deviant behaviors carried out by members of the community that are contrary to applicable norms and rules. Examples of such undisciplined behavior include many residents who do not comply with building permits, littering, parking carelessly even though it is clear that there is a parking ban, taxes are never paid, when riding a motorcycle do not use a helmet, when riding a vehicle do not bring complete documents. vehicles in the form of a Vehicle Number Certificate and a Driver's License, a red light is breached, and so on. This was confirmed by the news published by the online media portal Koran ntb.com containing data on traffic violations. The total number of prosecutions with fines is 15,750 violations spread across NTB. Violators get a fine, both violators who use two and four wheels. Meanwhile, for reprimands, there

were 4,556 riders. A warning is only given a warning without a fine. The violations were dominated by not wearing a helmet with a total of 8,220 violations. Followed by violations for driving two-wheeled minors with a total of 1,480. Meanwhile, for four-wheelers, violations were dominated by not using seat belts as many as 1,048 violations and against the flow of 90 violators. Many of the violations committed by the community members indicate that the community members do not have the awareness to behave in a disciplined manner against the applicable rules set by the government.

Lack of discipline is often also found in the school environment. For example, there are students who do not use uniforms in accordance with the provisions issued by the school, students arrive late to school, throw garbage carelessly even though the trash can is provided, there are students who step on plants even though it is clear that the words "no stepping on plants are not allowed". ", scribbling on school walls, submitting assignments not on time, skipping school, and so on.

Therefore, it is very necessary to inculcate the value of disciplined character since students are in the lower grades (grade 1 to grade III) and through various learning resources including student books. In student books, the value of disciplined characters can be in the form of sentences, pictures, folk songs and songs that are adapted to the age of the students.

Many previous studies have examined student books as the object of their research. For example, the results of research that examines the level of conformity of textbook material for Natural Science subjects at MTs in the 2013 Curriculum with Core Competencies and Basic Competencies. Based on the results of the study concluded that the results of the analysis of the books used were in the very good category (Yusmum, 2015).

Student books were also reviewed by other researchers. The research aims to explain 1) the integrated thematic content, 2) the content of the scientific approach, and 3) explain whether there is authentic assessment content contained in the 2013 curriculum textbooks. However, there is something wrong in giving the number of basic competencies and it does not match the material with the basic competencies listed, b) the scientific approach has content that can be seen in textbooks on various activities in which the teacher directs students when interacting with the environment occurs to develop knowledge. which he has. c) most of the indicators in the content of the authentic assessment have met the category. However, there is something that must be completed on the assessment instrument that can help teachers. In the assessment, the competencies possessed by students are described which consist of cognitive, affective and psychomotor (Novianto, Anwar and Mustadi, 2015).

Other researchers also participated in doing the same research on student books. This research has the aim of analyzing the content of character values contained in the student handbook on the theme of the beauty of togetherness in fourth grade elementary school which consists of religious values, honesty values, discipline values, politeness values, self-confidence values, caring values, and sense of responsibility values. Based on the results of data analysis, this study explains that the internalization of religious values, the value of self-confidence, and the value of caring can be categorized quite well. While the values of honesty, discipline values, the values of courtesy and a sense of responsibility are categorized as needing further development. Researchers suggest that character values are also studied in other themes in order to identify the content of character values that will be developed in that theme. (Ridwan, M., H., and Mudiono, 2017).

RESEARCH METHODOLOGY

This research is a content analysis research whose implementation steps consist of six steps, namely collecting data, determining samples, taking notes, reducing data, drawing conclusions, and describing research results. As for what is analyzed is the student handbook, especially the theme of me grade 1 elementary school 2017 edition of the 2013 curriculum issued by the Ministry of Education and Culture.

The basic school curriculum student handbook published by the Ministry of Education and Culture is the source of data in this study. This book has four sub-themes, namely: sub-theme one with the title "Me and My New Friends", sub-theme two with the title "My body", sub-theme three with the title "I take care of my body", and sub-theme four with the title "I am Special". As for the object of research is the content containing the content of discipline character values in the student handbook on the theme of me in grade 1 elementary school.

The data collected in this study were analyzed and recorded carefully against the handbook of grade 1 elementary school students, especially on the theme of "Myself" curriculum 2013. The research instrument used in this study was the human instrument, namely the researcher himself. The way to do this is to include it in the analytical assessment rubric which is compiled in accordance with existing literature studies or theories related to character values.

Testing whether the data is valid or not in this study uses sematic validity. The purpose of this validity is to determine the suitability of the meaning of the text with the selected context. What is meant by the appropriateness of the meaning of the text is the value of the discipline character contained in the student handbook with the theme of Myself in Class 1 Elementary School. The reliability test in this study uses stability reliability and replicability reliability. The stability reliability test was carried out by repeatedly reading the data that had been collected so that the documents studied could be understood properly so that the data obtained were consistent, especially regarding the value of the discipline character in the student handbook of Tema Myself Grade 1 Elementary School. While the reliability test of replicability can be carried out by means of document analysis through discussion and confirmation with two colleagues to be asked for input on the results of the analysis so that the data collected becomes more objective.

RESULTS AND DISCUSSIONS

The Book of Grade I Elementary School Students, The Revised Edition of My Self 2017 Edition, published by the Ministry of Education and Culture, which analyzed the content of discipline character values, consists of four sub-themes. The four sub-themes are sub-theme 1: Me and My New Friends, Sub-theme 2: My Body, Sub-theme 3: I Take Care of My Body, and Sub-theme 4: I'm Special. Each sub-theme consists of lessons one to six lessons. The total number of pages of the first grade student's book, Tema Myself Elementary School, is 146 pages. The sub-theme and my new friend are 36 pages, the sub-theme of my body is 35 pages, the sub-theme I take care of my body is 41 pages, and the sub-theme I am special is 31 pages. Each sub-theme consists of lessons from one to six lessons. Each sub-theme has a focus on developing character values. Characters that are the focus of development will be assessed and their development observed.

Based on the results of data analysis, it was found that in the Class I Elementary School Student Book, My Myself Revised 2017 Edition, Published by the Ministry of Education and Culture, there were variations in the values of disciplined characters as shown in the following table.

Table 1. Discipline Character Values in Each Sub-theme

Subtheme	Data	Percentage
Subtheme 1	10	27.8%
Subtheme 2	10	28.6%
Subtheme 3	14	34.1%
Subtheme 4	0	0.0%

The findings of the content of discipline character values in the Grade 1 Elementary School Student Book, My Self was found in four sub-themes with uneven percentages. In sub-theme 1, the value of the discipline character appears ten times or 27.8%. One example of content in the form of a sentence containing the value of a discipline character that appears in Subtheme 1: Me and a New Friend is as follows.

Do it again for another number. Do it in an orderly manner. Now, observe the objects in your class. Find an object that has a total of five. Find an object that has a total of six. Find an object that has a total of seven (Yusfina Hendrifiana, Panca Ariguntar, 2017)

Have you made any new friends?

How many new friends do you have?

Invite your new friends to play together. Play about number symbols. Recognize the symbols for numbers from 1 to 10. Count the number of objects in your class. Show the number symbol. Do it alternately. Do it in an orderly and polite manner (Yusfina Hendrifiana, Panca Ariguntar, 2017)

Discipline character values also appear in Sub-theme 2: My body ten times with a percentage of 28.6%. Examples of such content as contained on page 40, as follows. For a healthy body, eat healthy food. When eating, eat politely. Observe the image below. Sit in an orderly manner. Pray before eating. Eating with the right hand (Yusfina Hendrifiana, Panca Ariguntar, 2017)

Let's play "Teacher Says". Follow your teacher's cues.

Hold the requested limb. Be careful. So that you are not mistaken. Do you enjoy playing "Teacher Says"? Can you name the body parts? Can you heed your teacher's cues? When playing, we must be orderly. We have to follow the rules of the game. To make the game more fun.

We are also happy (Yusfina Hendrifiana, Panca Ariguntar, 2017)

Discipline character values also appear in Sub-theme 3: I Take Care of My Body fourteen times or 34.1%, the most raised compared to other sub-themes. The content is in the form of sentences and images. An example of the content of discipline character values in this sub-theme is as follows.

A well-groomed body will always be strong. Stand up straight to keep your bones healthy. Pay attention to the posture of the body to stay balanced. Observe the activities carried out by Udin and his friends. Let's learn to march. Arrange the rows neatly. Stand up straight for balance. Can you maintain a balanced stance? (Yusfina Hendrifiana, Panca Ariguntar, 2017)

Edo is taking a shower and washing his hair. Dayu washes hands. Lani brushed her teeth. Siti cuts her nails. Edo washes his feet before going to bed. They always take care of the body. Have you taken care of your body?

Caring for the body there are rules. Do it regularly (Yusfina Hendrifiana, Panca Ariguntar, 2017). While in Subtheme 4: I am Special, there is no content of discipline character values that are raised, either in the form of sentences or pictures. This is the weakness of the book which is the object of this research.

The content of discipline character values in this book is also presented in the form of images. The image is useful for packaging the impression that is conveyed more interesting and provides more concrete explanations so that students understand more easily. An example of an image containing the content of discipline character values can be seen below.



Figure 1: image content containing discipline character values (Yusfina Hendrifiana, Panca Ariguntar, 2017)

The picture above is part of the book that is the object of this research which contains elements of the game. The image is part of the content entitled "Playing with Numbers". In the book, it is explained that in this section the teacher asks students to choose their friends who will be given the cue. After that, the students grouped according to the number mentioned by their friends. In a game, of course, there are rules that must be obeyed by participants. Also included in the content. This is an effort made to instill discipline character values. Content in the form of images containing elements of discipline character values can also be seen in the image below.



Figure 1: image content that contains discipline character values (Yusfina Hendrifiana, Panca Ariguntar, 2017)

Discipline character, including character, needs to be developed for students. As explained in the regulation of the minister of education and culture Number 21 of 2016 concerning the content standards of primary and secondary education, the character that must be embedded in students at the basic education level is contained in the competence of spiritual attitudes and competence of social attitudes. The characters in question are religious, honesty, discipline, courtesy, self-confidence, caring and responsibility. Internalization of character values can be carried out in a school environment, involving the active role of parents and integration in textbooks.

It is very important to inculcate the values of discipline character in the form of textbooks because textbooks have a vital role as a source of learning. Textbooks can be integrated with positive character values through image content, sentence content or with other content, which can attract students' attention. The integration of content in textbooks according to research results can improve student discipline (Ernawati, 2018).

Apart from textbooks, the child's personality can be disciplined through: first, authoritarian discipline methods. This method leads to obedient and totally obedient behavior to the applicable regulations, the child does not arbitrarily act according to his will or is not given free behavior. Students are required to follow and listen to whatever is conveyed by the teacher. Second, the method of discipline permissive. This discipline focuses more on free behavior for children to do anything at home or at school. These rules are loose and do not bind the child, as long as they have a good value in the principles held by the child. Third, the method of democratic discipline. That is freedom of control or freedom of responsibility. Children or students are given freedom on condition that they do not interfere with the freedom of others. There are certain limits that must be adhered to so that interactions run in an orderly and safe manner (Hurlock, 1978).

Discipline has to do with self-control. Parents really hope that children who have formed discipline can lighten the burden, especially in controlling negative behavior both in the school environment and in the community. Children who have formed discipline can also easily be directed and controlled in learning activities with the hope that learning outcomes can be more optimal. Self-control can be developed through group guidance services. This guidance is useful

when students control themselves when expressing opinions, responding to opinions, accepting criticism and in behaving (Waluwandja & Dami, 2018) . Self-control has positive benefits for the individual but also more broadly with the surrounding environment (Zulfah, 2021) . Self-control based on research results has an influence on student achievement (Hartati, Ahmad, & Mandasingi, 2021) .

Being able to control yourself is a sign that the child already has a disciplined character. There are several characteristics of self-control that can be known, namely being able to control behavior and emotions, obeying applicable rules, being able to refrain from negative behavior, being patient and able to concentrate on doing tasks. This is relevant to what was stated that “ *self control the ability to control one's own behavior and emotions, obeys rules, inhibits inappropriate action, and focuses attention* ” (Bergin, Christi Crosby & Bergin, 2012) .

The indicator of a person who has a disciplined character is being able to carry out tasks systematically, according to the scheduled time with full responsibility and with a sense of awareness (Rusyan, 2000) . Children who have a disciplined character in the context of the school environment can be seen from the child obeying school rules or regulations. The rules that apply in the school consist of being obedient and obedient to the rules imposed in the school, doing all the instructions applied in the school environment, not allowed to lie, behave well, the tasks given by the teacher are done well and collected in a timely manner. , enter class on time according to the lesson schedule, stay in class during the implementation of learning, do not make noise in class so that all students can concentrate well in participating in learning activities .

In accordance with what is described above, it can be concluded that discipline can be seen from many aspects, namely discipline, being able to control oneself, and being able to focus on doing something. Orderly has indicators such as coming and going home at the specified time, being present in class on time according to the schedule made by the school, staying in class during the learning process. While the aspect of being able to control oneself has indicators which include: assignments are collected on time, always calm in learning activities, and behave honestly (do not lie). The aspect of being able to focus on doing something has characteristics, including: the task is done well, can concentrate when doing the task, pay attention when the teacher explains and, is always active in learning activities.

CONCLUSION

Based on the results of data analysis, several conclusions can be drawn, including: a) The Book of Grade I Elementary School Students, The 2017 Revised Edition of Myself, Issued by the Ministry of Education and Culture, has four sub-themes, including sub-theme 1: Me and New Friends, Sub-theme 2 : My Body, Subtheme 3: I Take Care of My Body, and Subtheme 4: I Am Special. Each sub-theme consists of lessons one to six lessons. The total number of pages of the first grade student's book, Tema Myself Elementary School, is 146 pages. b) there is a variance in the content of disciplinary character values in each sub-theme. The number of sub-theme 1 is 27.8%, sub-theme 2 is 28.6%, sub-theme 3 is 34.1% and sub-theme 4 is 0.0%.

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