

**ANALYSIS OF CHARACTER EDUCATION IN THE BOOK
'PROJEK PENGUATAN PROFIL PELAJAR PANCASILA'
BY FERA ATMAWATI AND ITS UTILIZATION AS TEACHING
MATERIAL IN THE NEGOTIATION TEXT SUBJECT FOR
GRADE X IN HIGH SCHOOL**

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Abstract

The author's concern about numerous cases involving adolescents in the surrounding environment serves as a reference for guiding the implementation of character education in high school or equivalent level education units. This consideration is crucial as part of an effort to prepare future generations, ensuring that students play a positive role in the future. The study seeks to identify and describe the character education values present in the Proyek Penguatan Profil Pelajar Pancasila book, and its utilization as teaching materials on class x negotiation text material in High School. This research adopts a descriptive qualitative approach, with the primary variable being the content of the project book strengthening the student profile of Pancasila. The instruments employed in this research include both main and additional tools. The primary instrument is the researcher, while documentation guidelines and questionnaires serve as additional instruments. The research findings reveal the implementation of 17 character education values in the P5 book by Fera Atmawati. Subsequently, these findings are utilized as alternative teaching materials in the form of negotiation text modules for grade X students. The preparation of teaching modules undergoes validation by three experts, resulting in materials deemed effective and suitable for use. The teaching materials derived from this study contribute as an addition to the references for the few independent curriculum-based teaching modules currently needed by educators.

Keywords: Character Education, Independent Curriculum, Teaching Module

1. INTRODUCTION

Character education is crucial to instill in students alongside intellectual education, as both must complement each other. The prevalence of juvenile delinquency and various social problems, such as student brawls, drug abuse, drinking, bullying, and other promiscuity, underscores the need for character education, particularly during adolescence. According to Lickona (in (Tutuk, 2015)), character education is essential for a nation due to the evident deficiency in moral values among children. The Indonesian Child Protection Commission reported 37 cases of juvenile delinquency across different education levels from January to April 2019.

Data on delinquency in Indonesia shows a concerning trend, with cases increasing from 6325 in 2013 to 7762 in 2015, signifying a 10.7% rise. The prediction for 2019 was 11685.90 cases, and for 2020, it reached 12944.47, experiencing a 10.7% increase. With 28.6% of Indonesia's 233 million population being adolescents aged 10-24 years,

character education in educational units is crucial in preventing such issues (Hardin & Nidia, 2022).

In the modern era of education, the learning process of educational units needs to be digitally based to keep pace with globalization. According to Junaid (in (Baharuddin, 2021)), the skills required for the big data era necessitate the Indonesian government, through the Ministry of Education and Culture, to enhance the quality of Human Resources (HR) with digital skills and creative thinking. The independent curriculum is a vital effort in preparing human resources in educational units.

The book "Project Strengthening the Pancasila Student Profile for SMA/MA/SMK/SMK class X," compiled by Fera Atmawati and Bangga Shepta Preskayana, serves as a guide for implementing the independent curriculum. The author aims to analyze the book's character education content since the independent curriculum mandates that students not only be intelligent but also embody Pancasila character.

The Indonesian language is a learning material for educational units in Indonesia, starting from elementary school (SD) to junior high school (SMP) and senior high school (SMA) levels. Teaching this material requires careful consideration, as it impacts the character values instilled in students, offering insights into language vocabulary and culture.

One of the materials closely related to our daily lives in Indonesian language learning is negotiation text material, taught at the high school level, equivalent to class X. Therefore, ensuring an engaging teaching and learning process will leave a lasting impression on students. Consequently, the author endeavors to compile teaching materials on negotiation text, drawing insights from the analysis of the Pancasila Student Profile Strengthening Project book (P5) by Fera Atmawati, based on the independent curriculum.

The distinction between the 2013 curriculum, commonly known as Kurtilas, and the independent curriculum lies in the teaching methodology. According to Sari (in (Sari et al., 2023)), Curriculum 13 predominantly employs discussion-based methods, whereas the independent curriculum is, as stated by (Sari et al., 2023), a new curriculum officially launched by the Minister of Education and Research, Nadiem Anwar Makarim. Developed as a response to the COVID-19 pandemic, the independent learning curriculum allows students to choose lessons based on their interests, aiming to address the learning gap during the pandemic and enhance effectiveness (Panjaitan et al., 2022).

The study's objective is to identify and describe the character education values present in the *Projek Penguatan Profil Pelajar Pancasila* book, and its utilization as teaching materials on class x negotiation text material in High School. This study underscores the critical need for character education in high schools to address rising social issues among adolescents, including juvenile delinquency. The study highlights the role of the independent curriculum in preparing students for the digital era and notes the concerning trends in juvenile delinquency in Indonesia.

2. LITERATURE REVIEW

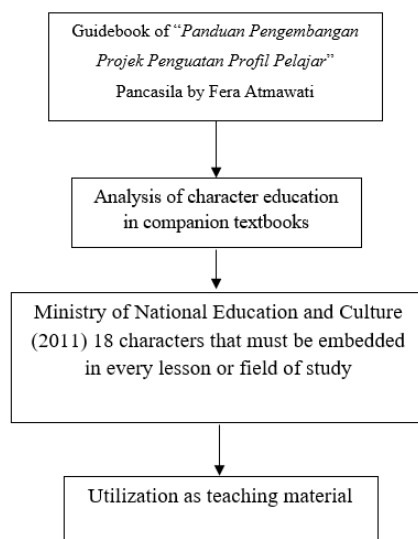


Figure 1. Research Scheme

According to Tutuk (2015), character education is an endeavor to promote the development of noble character, intellect, and physical well-being in children. Additionally, character education is a process inherent in an individual's nature. The formation of character education can be influenced by the environment and parents. Therefore, the implementation of character education in the learning process is crucial, involving the imparting of values and morals to students as a strategic effort to address the crisis of character values. In response to these social problems, the author has developed module-type teaching materials, serving as shared resources for implementing the learning process in educational units while emphasizing character education values. As stated by Komariah (2018:1-4), teaching materials are tools utilized by teachers/lecturers in the learning process to achieve specific learning objectives. It is anticipated that the preparation of teaching materials can contribute to a collective solution for the challenges faced in contemporary education.

3. RESEARCH METHODS

This research employs descriptive qualitative methods (Wirabhakti, 2014). Descriptive qualitative research is characterized by a reliance on words and sentences rather than numerical data (Sugiyono, 2017). In this study, the researcher endeavors to provide a comprehensive account of the object under investigation. The primary variable examined is the content of the project book aimed at reinforcing the student profile of Pancasila. This book serves as a guiding tool within the independent curriculum, fostering the development of students with Pancasila character. According to (Muhadjir, 1996), qualitative research data is presented verbally rather than numerically. Consequently, the data in this qualitative descriptive research consists of a detailed description of the criteria used to analyze the content of character education in companion textbooks.

The theoretical framework is based on the formulation of the National Ministry of Education and Culture (2011), which outlines 18 essential characters to be incorporated

into each lesson or field of study. Data sources, as per (Hanindita & Irhandayaningsih, 2017), refer to the information obtained by researchers to address research questions. The data sources in this study include:

- a. Primary data sources: According to Sugiyono (2017), primary sources directly provide data to data collectors. The primary data source for this study is the Pancasila Student Profile Strengthening Project Development Guidebook compiled and published by Intan Pariwara, along with the results of interviews with Indonesian language teachers.
- b. Secondary data sources: Sugiyono (2017) defines secondary sources as those that do not directly provide data to data collectors, such as through other individuals or documents. Secondary data sources in this study include books, journals, and previous research theses relevant to strengthening arguments and complementing the research results.

The instruments utilized in this research include both main and auxiliary components. The main instrument is the researcher, while auxiliary instruments encompass documentation guidelines and questionnaires. Documentation guidelines involve analyzing the value of character education.

4. RESULTS AND DISCUSSION

4.1. Research Results

The findings of this research process, which involved analyzing the project book that enhances the profile of Pancasila students by Fera Atmawati, was reached by meticulously observing every aspect of the activities documented. Special attention was given to the identification of the 18 values of character education. Based on the results of the analysis conducted by the author on Fera Atmawati's project book, it was found that there are 17 character education values present. These values include: honesty, tolerance, discipline, hard work, creativity, independence, democratic spirit, curiosity, national pride, patriotism, respect for achievement, friendliness/communicativeness, peace-loving, fondness for reading, environmental awareness, social responsibility, and care for others. The specific count of each value is outlined below.

Table 1. Results of Character Education Activity Quotation Analysis in the Pancasila Student Profile Strengthening Project Book

Character Education	Number of Quotes
Honest	1
Tolerance	1
Discipline	2
Hard Work	6
Creative	11
Independent	1
Democratic	3
Curiosity	6
National Spirit	3
Love for the Country	4

Respect for Achievement	1
Friendly/Communicative	4
Love Peace	2
Love to Read	9
Care for the Environment	5
Social Care	7
Responsibility	6
Total	72

4.1.1. Utilization of Analysis Results for the Preparation of Teaching Modules for Grade X Negotiation Texts in High School

A module is a type of teaching medium presented as text or printed material, commonly utilized by teachers and students during learning activities. Modules typically include the following content components: a description, learning objectives, teaching sheets or instructions for effective teaching, student assignment sheets, and learning evaluation tools. The presence of modules aims to streamline the learning process for both teachers and students. According to Nurdyansyah (in (Maulida, 2022)), teaching modules are learning tools or instructional designs aligned with the curriculum, implemented to achieve predetermined competency standards.

The criteria for effective teaching materials, as suggested by (Kosasih, 2021), encompass three aspects: the substance of content, the presentation of material, and language and readability. Here are the considerations for each aspect.

1. Content Existence Aspect:
 - a. The content of teaching materials must align with the curriculum.
 - b. Teaching materials should exhibit firmness and clarity in linguistic and literary concepts.
 - c. They should be meaningful and respectful of the diverse lives of learners.
 - d. Respect the values prevalent in the community.
 - e. Establish connections with other subject matters.
2. Presentation Aspect:
 - a. The presentation should captivate students' interest and motivate them to learn.
 - b. Material presentation should be accompanied by illustrations that are interesting, easy to comprehend, and encourage active student engagement.
 - c. The subject matter should encompass a variety of spoken and written languages.
 - d. Involve various sources, including print media, electronics, or inputs from various circles.
3. Language and Readability:
 - a. Use language appropriate to the developmental level of the learners.
 - b. The language of the material should be effective, simple, polite, and interesting.
 - c. Pay attention to the suitability of the language to the demands and needs of the learners, considering both diversity and function.

In preparing the teaching module, the author pays close attention to what aspects are put forward by (Kosasih, 2021) regarding the criteria for good teaching materials. Also teaching modules with the following details.

Table 2. Teaching Module Details

Initial Section	Key Components	Final Part
a. Year of Preparation	a. Learning Objectives	a. Glossary
b. Phase/class	b. Meaningful	b. Bibliography
c. Time Allocation	Understanding	c. Summary of Material
d. Initial Competencies	c. Sparking Question	d. Non-cognitive
e. Pancasila Learner Profile	d. Learning Activities	Diagnostic Assessment
f. Facilities and Infrastructure	e. Assessment	e. Learner Worksheet
g. Target Learners	f. Enrichment and Remedial	Activity
h. Learning model		f. Statistical Observation
i. Learning method		Result Assessment
j. Elements		Rubric
k. Learning outcomes		

4.2. Discussion

4.2.1. Expert Validation Results

The purpose of this validation is to gather input on teaching materials in the form of modules, particularly focusing on any deficiencies related to assessment content. The received input is then presented and utilized to revise the module materials, aiming to enhance the quality of the learning media employed in the study. Tests were conducted by content experts in the Indonesian language using questionnaire data collection methods. The trial involved validation by three experts: two lecturers from the Indonesian Language and Literature Education program at STKIP NU Indramayu and one Indonesian Language teacher from SMA Negeri 1 Arjawinangun. Based on the results of the module validation, the teaching materials for negotiation texts were rated as follows: Mrs. Rokhaenah, S.Pd., with a total of 96% (very valid/can be used without revision), Mr. Khoirul Fajri, M.Pd., with a total of 89% (very valid/can be used without revision), and Dr. Ahmad Maskur Subaweh, M.Pd., with a total of 91% (very valid/can be used without revision). However, the experts provided inputs for improving the learning module for Class X negotiation texts.

5. CONCLUSION

The classification used is based on the National Ministry of Education and Culture (2011), focusing on 18 characters that should be incorporated into each lesson or field of study, revealing 72 character education quotes in the book. The utilization in this study involves a teaching module intended to broaden insights and be applicable in the learning process of negotiation texts in Class X SMA. The module, which delves into the discussion of becoming a master negotiator, can enhance understanding in learning negotiation text for students.

The study suggests that character education should be integrated into national curriculum policies to address the rise in juvenile delinquency and social issues among adolescents. It also stresses the importance of adapting to digital-based learning processes to equip students with essential skills for the modern era. Teacher training programs should align with the independent learning approach, and language education should be integrated with character education. The study calls for transformative changes in educational policies, curriculum development, digital integration, and teacher training to enhance character education in tandem with students' evolving needs.

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