



Teacher And Student Book Analysis Integrated Thematic Character of Pancasila Student Profile in Grade I SD or MI Theme I is Myself

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Abstract

This study aims to determine: 1) to find out the literature review of thematic teacher books integrated character profiles of Pancasila students in grade I SD or MI Theme I Myself. 2) to find out the literature review of thematic students' books integrated with the character profile of Pancasila students in grade I SD or MI Theme I Myself. The research approach used is a qualitative library research approach or library research. The type of research used in this research is text study or textbook analysis. Analysis of textbooks in the form of integrated thematic teacher and student books for the 2013 curriculum for grade 1 SD or MI theme 1: myself. The results of the study show that: 1) In the thematic teacher's book integrated curriculum 2013 grade 1 SD or MI Theme 1: Myself, there are 14 character values. The 14 character values are discipline, friendly or communicative, religious, honest, hard work, independent, responsible, tolerance, curiosity, love to read, creative, national spirit, love for the homeland, and caring (social care). In the values of the Pancasila student profile there are all or there are 6 indicators or values of the Pancasila student profile. The 6 values of the Pancasila student profile are faith and piety to God Almighty and noble character, mutual cooperation, independence, global diversity, critical reasoning, and creativity. 2) In the thematic integrated student book 2013 curriculum grade 1 SD or MI Theme 1: Myself, there are 10 character values. The 10 character values are religious, friendly or communicative, hard work, independent, responsible, disciplined, love to read, creative, love the homeland, and tolerance. In the values of the Pancasila student profile, there are all or 6 indicators or values of the Pancasila student profile. The 6 values of the Pancasila student profile are faith and piety to God Almighty and noble character, mutual cooperation, independence, global diversity, critical reasoning, and creativity.

Keywords: thematic learning; character education; pancasila student profile

INTRODUCTION

Humans are living beings who need education in their lives. Education is one of the efforts so that humans can develop the abilities that exist in themselves through the learning process and in other ways that are known and recognized by the community. With education, humans will get a lot of knowledge so they can recognize and explore the abilities that exist in themselves to the fullest (Helmawati, 2014). As in the word of Allah Q.S Al-Mujaadila verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Meaning:

"Allah will certainly raise (degrees) those who believe among you and those who are given knowledge by several degrees" (Muhammadiyah, 2015).

National education has a role, namely to increase potential and competence, build national character that has dignity and manners, which aims to educate the nation's life. Thus, education is not only related to learning capacity, but also the formation of the character of students. A person's success does not only depend on insight and technical competence (hard skills), but also on self-management skills and other people (soft skills) (Juliani & Bastian, 2021).

Learning that is still fragmented in each field of study will make it difficult for children to understand who is still holistic, that is, they still have a holistic or overall perspective. Seeing this, the government issued Permendiknas No. 22 of 2006 which states that the approach used in learning in lower grade elementary schools (grades I, II, and III) is thematic learning. With the thematic learning approach, it is easier for students to understand at the elementary school level, especially in lower grades. Thematic learning is learning that is designed based on certain themes. Thematic learning emphasizes more on the involvement of students in the learning process, so that students can gain direct experience and are trained to be able to find their own various knowledge they learn. Through direct experience, students will understand the concepts they are learning and relate them to other concepts that they have understood (Juliani & Bastian, 2021). So that teaching and learning activities that exist at the SD/MI level currently use a thematic learning approach by connecting one concept with other concepts, based on certain themes.

One of the efforts to improve the quality of education is the emergence of ideas about the importance of character education in the world of education in Indonesia. Character education is an effort to educate children so that they can make wise decisions and practice them in everyday life, so that they can have a positive influence on their environment (Ismail et al., 2021). However, this effort is considered less successful in bringing the nation's generation into dignified individuals. The world of Indonesian education is only able to produce human graduates with an adequate level of intellectuality. Many of the school graduates have high grades, are intelligent, brilliant, and are able to solve subject matter questions very quickly, but unfortunately many of them do not have intelligent behavior and lack a good mental personality. Whereas the purpose of education is to make people with character, noble human beings, human beings. This situation occurs due to the imperfect implementation of character education in schools (Ismail et al., 2021).

Minister of Education and Culture Nadiem Anwar Makarim explained that strengthening student character education can be realized through Ministry of Education and Culture policies that are centered on efforts to realize Pancasila Students. Starting from elementary school (SD) to university level. Where Pancasila students have six main characteristics, namely critical reasoning, creative, independent, faithful, devoted to God Almighty, noble character, mutual cooperation, and global diversity. It was further said that in addition to various policies that lead to the formation of the Pancasila Student profile, the mechanism for disseminating character growth was carried out with content to educational units, families, and communities coordinated by the Ministry of Education and Culture's Character Strengthening Center (PPKK) (Ismail et al., 2021).

The six main characteristics of the Indonesian Education Roadmap 2020-2035, in anticipation of technological, social, and environmental changes that are happening globally. Various kinds of phenomena in the world of education that occur in Indonesia, both classical problems and modern problems. The classic problems that occur are social problems such as intolerance in the world of education. This is considered a threat, especially a threat to the nation's ideology, namely Pancasila. The rise of classical social problems such as social conflicts based on race and religion, human rights violations, and the threat of radicalism that have claimed many lives (Rusnaini et al., 2021).

The focus of this research is on the thematic analysis of thematically integrated teacher and student book profiles of Pancasila students in grade I SD/MI Theme I Myself. From the focus of the research, it can be divided into research sub-foci, namely the study of thematic teacher books integrated with the character profile of Pancasila students in grade I SD/MI Theme I Myself. A thematic student book study that integrates the character profile of Pancasila students in grade I SD/MI Theme I Myself. The formulation of the problem in this research are: (1) How is the literature review of the thematic teacher's book integrated with the character profile of Pancasila students in grade I SD/MI Theme I Myself? (2) How is the literature review of thematic student books integrated with the character profile of Pancasila students in grade I SD/MI Theme I Myself?

The results obtained by this researcher are expected to be useful for: (1) Providing clear information about teacher books and thematic student books integrated with the character profile of Pancasila students in grade I SD/MI Theme I Myself. (2) Become information material or input for schools or teachers in the implementation of integrated thematic learning of the character profile of Pancasila students. (3) As useful reading material for readers who are interested in integrated thematic learning of the character profile of Pancasila students at the first grade elementary school level.

Several previous studies were used as literature review materials in research, namely: Muniroh Hidayati's research (2021) entitled "Analysis of Character Education Values in Class 1 Thematic Books My Self Theme Curriculum 2013 Revised 2017 Edition (Hidayati, 2021). The results showed that: 1) In the 2017 revised edition of the thematic textbook for the first grade teacher, all the main character values, namely religious, nationalist, independent, mutual cooperation and integrity appeared. But not all sub character values of the main character appear. The character values that appear in the teacher's handbook include courage, self-confidence, discipline, honesty, responsibility, cooperation, faith and piety, work ethic (hard work), respect, creativity, peace-loving, exemplary, respecting individual dignity (especially persons with disabilities), empathy, deliberation for consensus, anti-discrimination, friendship, sincerity, as well as cultural, ethnic and religious diversity. 2) There is a discrepancy between the teacher's handbook and the student's handbook. There are 3 sub character values in the student book that do not appear in the teacher's book, namely

loving the environment, protecting the environment, and helping each other. Samsul Arifin's research (2021) entitled "The Concept of Pancasila Students in the Perspective of Islamic Education and Its Implications for Strengthening Religious Character in the Millennial Era (Arifin, 2021). The results of the study show that through the concept of the Pancasila student profile, Indonesian education wants to make students in all corners of the country to better understand, appreciate, and implement the values of Pancasila. The profile of Pancasila students in the perspective of Islamic education idealizes Indonesian people who are committed to their religion, nation and country. Indonesian students, the next generation of the nation in the future, become perfect human beings (*insan kamil*) in accordance with the ideal educational goals.

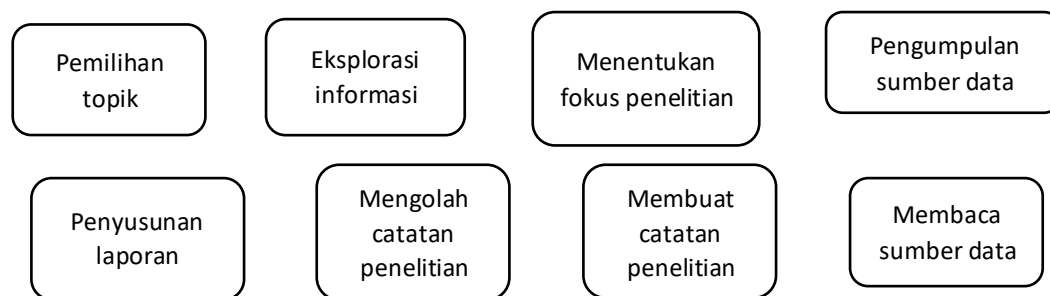
The research of Salahudin Ismail, et al. (2021) with the title "Policy Analysis of Strengthening Character Education in Realizing Pancasila Students in Schools" (Ismail et al., 2021). The results show that strengthening character education in realizing Pancasila Students is basically encouraging the birth of good humans, who have six main characteristics, namely critical reasoning, creative, independent, faithful, devoted to God Almighty, noble character, mutual cooperation, and global diversity with the hope that students have the ability to independently improve, use their knowledge, study, and internalize and personalize character values and noble character that can be realized in daily behavior.

Asarina Jehan Juliani and Adolf Bastian's research (2021) with the title "Character Education as an Effort to Realize Pancasila Students" (Juliani & Bastian, 2021). The world of education today is still facing a challenge, namely moral degradation. Research conducted by KPAI found that in 2018 there was an increase in cases of student brawls in Indonesia by 1.1%. Meanwhile, based on KPAI data that in 2020, the number of cases of bullying adds to the record of children's problems (KPAI, 2020). This phenomenon illustrates that deviant behavior and character of the nation is rife, so it is necessary to create awareness to instill character. Good national character needs to be formed and fostered as an effort to improve human resources. Therefore, character education is one of the efforts that can be done. One of the character education is through the Pancasila Student Profile.

Anif Istianah and Rini Puji Susanti's research (2021) with the title "Pancasila Education as an Effort to Shape the Character of Pancasila Students" (Istianah & Susanti,

2021). The research is a type of library research or literature study, using descriptive analysis methods to analyze the data obtained. Pancasila education is an effort to shape the character of Pancasila students by developing Indonesian cultural values and Pancasila which is the foundation of national development. Efforts to create the character of Pancasila students are not only a movement in the education system, but also a community movement.

The procedure or flow in this library research is as follows (Yaniawati, 2020):



1. The choice of topic can be done based on the problems in the existing phenomena. The topic or title of this research is an integrated thematic learning analysis of the character profile of Pancasila students at the 1st grade elementary school level.
2. Exploration of information on the chosen topic to determine the focus of the research. The focus of this research is on the thematic analysis of thematically integrated teacher and student book profiles of Pancasila students in grade 1 SD/MI theme I myself.
3. Determine the research focus. The priority or formulation of the problem in this research is the literature review of the thematic teacher's book integrated with the character profile of Pancasila students in class I SD/MI theme I, and the literature review of the thematic student book integrated with the character profile of Pancasila students in class I SD/MI theme I myself.
4. Sources of data collected include teacher books and thematic books for class I SD / MI theme I I, character education books, books and journals of Pancasila student profiles, as well as books, journals, or other sources related to this research.
5. Reading library sources is a hunting activity that requires active and critical involvement of readers in order to obtain maximum results. In reading research sources, readers must

dig deeply into reading materials that allow them to find new ideas related to the research title.

6. Making research notes is arguably the most important stage and perhaps also the culmination of the whole series of research.
7. Processing research notes, all sources that have been read are then processed or analyzed to obtain a conclusion drawn up in the form of a research report.
8. Compilation of reports in accordance with the applicable writing systematics.

RESEARCH METHODS

The research approach used is a qualitative library research approach or library research. Literature studies or library research researchers deal directly with data and figures, not from the field or eyewitnesses (eyewitness) and library data are ready to use. Library data is also limited by space and time or static info (dead data) stored in written records in the form of text, numbers, images, tape or film recordings (in the current context of digital data) (Hamzah, 2020). The type of research used in this research is text study or textbook analysis. Analysis of textbooks in the form of integrated thematic teacher and student books for the 2013 curriculum for grade 1 SD/MI theme 1: myself. The analysis of textbooks in schools is usually an evaluation to measure the relevance of the book material to the socio-cultural development of society and the latest technological developments. Especially for higher education reference library research, it is more of a development or implementation of existing theories with the socio-cultural development of the community (Hamzah, 2020).

Sources of data used in this study are sourced from various primary and secondary documents.

1. Primary documents are library materials that are the main study or research subject (Hamzah, 2020). Primary data includes teacher books and thematic books for grade I SD/MI students, Tema I Myself.
2. Secondary documents are documents that can explain the primary document (Hamzah, 2020). Secondary data includes books, journals, or other sources related to research. Thus this research is supported by primary data and also supported by secondary data as reinforcement.

According to Poppy (2020) procedures or data collection techniques in library research use several techniques as follows (Yaniawati, 2020):

1. Editing, namely re-examination of the data obtained, especially in terms of completeness, clarity of meaning and harmony of meaning between one another.
2. Organizing, namely organizing the data obtained with the required framework.
3. Finding, which is to carry out further analysis of the results of organizing data using predetermined rules, theories and methods so that conclusions are found which are the results of answers to the formulation of the problem.

According to Poppy (2020) data analysis in literature study research uses several techniques as follows (Yaniawati, 2020):

1. Deductive; Thoughts that depart from general facts are then drawn to a specific conclusion.
2. Inductive; draw a conclusion or conclusion from a concrete situation to things that are abstract, or from a specific understanding to a general understanding.
3. Interpretive; interpret a meaning into a normative meaning.
4. Comparative; compare the object of research with the concept of comparison.
5. Historically; analyze events in the past to find out why and how an event has occurred.

Thus, from the explanation above, it can be concluded that the data analysis technique in this literature study uses comparative and historical techniques.

RESEARCH RESULTS AND DISCUSSION

Analysis of Integrated Thematic Books for 2013 Curriculum Grade 1 SD/MI Theme 1: Myself (Teacher's Book)

The advantages of this book are that it is equipped with pictures and explanations that are clear and easy to understand, contains a network of themes that provide an overview to the teacher about a theme that covers several basic competencies (KD) and indicators of various subjects, and contains various assessment techniques. students and contains information that becomes a reference for remedial and enrichment activities. Meanwhile, the weakness of this book is that the teacher must read page by page carefully and there are no closing activities for several lessons in the sub-themes. In closing, an assignment is usually given.

The values of character education contained in the integrated thematic teacher's book 2013 curriculum grade 1 S/MI theme 1: me.

- a. Subtheme 1: discipline, friendly/communicative, religious, honest, hard work, independence, responsibility, and tolerance.
- b. Sub-theme 2: discipline, friendly/communicative, religious, honest, tolerance, work hard, independent, responsible, curious, and likes to read.
- c. Subtheme 3: responsibility, discipline, creative, religious, curiosity, friendly/communicative, hard working, independent, national spirit, love for the homeland, and love to read.
- d. Subtheme 4: responsibility, caring, curiosity, creative, religious, love homeland, tolerance, hard work, independent, disciplined, friendly/communicative, and likes to read.

So, it can be concluded that of the 18 character education values, there are only 14 character values contained in the integrated thematic teacher's book 2013 curriculum grade 1 SD/MI theme 1: me. The 14 character values are discipline, friendly/communicative, religious, honest, hard work, independent, responsible, tolerance, curiosity, love to read, creative, national spirit, love for the homeland, and caring (social care). While the 4 character values that are not contained in this book are: democratic, respect for achievement, love peace, and care for the environment.

The values of the Pancasila student profile contained in the integrated thematic teacher's book 2013 curriculum grade 1 S/MI theme 1: myself.

- a. Sub-theme 1: have faith in God Almighty and have good character noble, mutual cooperation, independent, and global diversity.
- b. Sub-theme 2: have faith in God Almighty and have good character noble, mutual cooperation, independent, global diversity, and critical reasoning.
- c. Sub-theme 3: have faith, fear God Almighty and have good character noble, mutual cooperation, independent, global diversity, and critical reasoning.
- d. Sub-theme 4: have faith in God Almighty and have good character noble, mutual cooperation, independent, global diversity, critical reasoning, and creative.

So, it can be concluded that of the 6 indicators or values of the Pancasila student profile, there are all of them in the integrated thematic teacher book 2013 curriculum grade 1

SD/MI theme 1: me. The 6 values of the Pancasila student profile are faith and piety to God Almighty and noble character, mutual cooperation, independence, global diversity, critical reasoning, and creativity.

Analysis of Integrated Thematic Books for 2013 Curriculum for grade 1 SD/MI Theme 1: Myself (Student Book)

The advantages of this book are that it is equipped with pictures and clear explanations that are easy for students to understand, contains teacher-parent interaction activities, which provide opportunities for parents to actively participate through student learning activities at home, and is equipped with learning strategies. which will be developed by the teacher (eg students role-playing, observing, asking, telling stories, singing, and drawing). Meanwhile, the weakness/lack of this book is that there is a discrepancy between the teacher's handbook and the student's handbook. There are several character values in the teacher's book that do not appear in the student book.

Character education values contained in the integrated thematic student book 2013 curriculum grade 1 S/MI theme 1: me.

- a. Subtheme 1: religious, friendly/communicative, hard working, independent, responsible responsibility and discipline.
- b. Subtheme 2: religious, disciplined, hard work, independent, responsibility, friendly / communicative, and likes to read.
- c. Subtheme 3: religious, creative, hard work, independent, responsibility, discipline, love the homeland, love to read, and friendly / communicative.
- d. Sub-theme 4: tolerance, religion, love for the homeland, friendly/communicative, work hard, independent, responsible, and creative. So, it can be concluded that of the 18 character education values, there are only 10 character values contained in the thematic integrated student book 2013 curriculum grade 1 SD/MI theme 1: me.

The 10 character values are religious, friendly/communicative, hard work, independent, responsible, disciplined, love to read, creative, love the homeland, and tolerance. Meanwhile, the 8 character values that are not contained in this book are: honest, democratic, curiosity, national spirit, respect for achievement, love for peace, care for the environment,

and care for social.

The values of the Pancasila student profile contained in the integrated thematic student book 2013 curriculum grade 1 S/MI theme 1: myself.

- a. Sub-theme 1: have faith in God Almighty and have good character noble, cooperative, and independent.
- b. Sub-theme 2: have faith in God Almighty and have good character noble, mutual cooperation, independent, and critical reasoning.
- c. Sub-theme 3: have faith, fear God Almighty and have good character noble, mutual cooperation, independent, global diversity, critical reasoning, and creative.
- d. Sub-theme 4: have faith in God Almighty and have good character noble, mutual cooperation, independent, global diversity, and creative.

So, it can be concluded that of the 6 indicators or values of the Pancasila student profile, there are all of them in the integrated thematic student book 2013 curriculum grade 1 SD/MI theme 1: me. The 6 values of the Pancasila student profile are faith and piety to God Almighty and noble character, mutual cooperation, independence, global diversity, critical reasoning, and creativity.

CONCLUSION

Based on the results of the analysis that has been done, it can be concluded as follows:

1. In the integrated thematic teacher's book 2013 curriculum grade 1 SD/MI Theme 1: Myself, there are 14 character values. The 14 character values are discipline, friendly/communicative, religious, honest, hard work, independent, responsible, tolerance, curiosity, love to read, creative, national spirit, love for the homeland, and caring (social care). Meanwhile, in the integrated thematic teacher book 2013 curriculum grade 1 SD/MI Theme 1: Myself, there are all or 6 indicators/values of the Pancasila student profile. The 6 values of the Pancasila student profile are faith and piety to God Almighty and noble character, mutual cooperation, independence, global diversity, critical reasoning, and creativity.
2. In the integrated thematic student book 2013 curriculum grade 1 SD/MI Theme 1: Myself, there are 10 character values. The 10 character values are religious, friendly/communicative, hard working, independent, responsible, disciplined, fond of reading, creative, love the homeland, and tolerance. : Myself,

there are all or there are 6 indicators/values of the Pancasila student profile. The 6 values of the Pancasila student profile are faith and piety to God Almighty and noble character, mutual cooperation, independence, global diversity, critical reasoning, and creativity.

The suggestions put forward by the author are: 1) In the next edition of the book, it is hoped that the author of the book can bring up the same character values between the teacher's book and the thematic student's book for class 1 theme 1 myself. In addition, researchers are also expected to be able to instill character values that are not only focused on some character values, but other character values also get the same portion so that many character values can be implanted in the books of 1st grade SD/MI students. 2) In using the teacher's book and the student's book, the teacher should first understand the contents of the book, especially the character values and the values of the Pancasila student profile developed. It is intended that the activities carried out on students are in accordance with the focus of character values and the value of the Pancasila student profile developed in the book. 3) It is expected that students can apply the character values and values of the Pancasila student profile contained in books in everyday life. The application of these values can be done in attitude towards teachers, parents, friends, and the surrounding environment.

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