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Pendidikan Karakter Dengan Dimensi Beriman,Bertakwa Kepada Tuhan Yang Maha Esa Dan Berakhlak Mulia Dari Kurikulum Merdeka Di Dalam Buku Teks Berjudul " Bahasa Inggris" Untuk Sma

Character Education With the Dimension of Faith, devotion to God Almighty and Have Noble Character of Merdeka Curriculum in English Textbook Entitled "Bahasa Inggris" for Senior High School

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Abstrak

Penelitian ini bertujuan menemukan nilai pendidikan karakter berdasarkan Kurikulum Merdeka dengan Dimensi Beriman,Bertakwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia, untuk mengetahui apakah buku teks "Bahasa Inggris" terbitan 2016 masih relevan digunakan didalam kurikulum merdeka. Penelitian ini di desain sebagai penelitian Deskriptif Kualitatif yang menggunakan buku teks berjudul "Bahasa Ingris" sebagai sumber data. Peneliti menggunakan document checklist sebagai instrumen untuk mengumpulkan data, guna menjawab pertanyaan penelitian. Berdasarkan hasil analisis data konten yang terdapat didalam buku teks berjudul "Bahasa Inggris" terbitan 2016 tidak memenuhi semua indicator dalam pendidikan karakter berdasarkan kurikulum merdeka dengan dimensi beriman, bertaqwa serta berahlak mulia. Terdapat lima unsur kepada Tuhan yang Maha Esa yakni Akhlak beragama, diri sendiri, manusia, alam serta benegara. Hasil aalisis menunjukkan bahwa elemen akhlak beragama terdapat pada subelemen melaksanakan ritual ibadah, namun tidak terdapat pada sub unsur mengenal dan mencintai Tuhan Yang Maha Esa dan pemahaman agama/kepercayaan. Elemen akhlak pribadi terdapat pada subelemen integritas, tetapi tidak terdapat pada subelemen merawat diri baik jasmani, rohani, dan rohani.pada elemen akhlak terhadap manusia terdapat pada seluruh subelemen beserta indikatornya. Pada elemen akhlak terhadap alam terdapat pada seluruh sub elemen namun tidak memenuhi seluruh indikator. Pada Elemen akhlak beragama ditemukan pada subelemen menjalankan kewajiban sebagai warga negara Indonesia tidak terdapat pada hak sebagai warga negara Indonesia. Dari hasil ini, disimpulkan bahwa buku teks berjudul "Bahasa Inggris" terbitan 2016 tidak memenuhi standar pendidikan karakter dalam kurikulum merdeka.

Kata Kunci:
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English Textbook
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Abstract

This research aims to find the value of character education based on the Merdeka Curriculum with the Dimensions of Faith, Fear of God Almighty and Having Noble Morals, to find out whether the 2016 "English" textbook is still relevant for use in the Merdeka curriculum. This research was designed as qualitative descriptive research using a textbook entitled "English" as a data source. Researchers use a document checklist as an instrument for collecting data, in order to answer research questions. Based on the results of data analysis, the content contained in the textbook entitled "English" published in 2016 does not meet all the indicators in character education based on an independent curriculum with dimensions of faith, devotion and noble character. There are five elements to God Almighty, namely religious morals, self, humans, nature and the state. The results of the analysis show that the element of religious morals is found in the sub-element of carrying out worship rituals, but is not found in the sub-element of knowing and loving God Almighty and understanding religion/belief. The element of personal morals is found in the integrity sub-element, but is not found in the sub-element of caring for oneself both physically, spiritually and spiritually. The element of morals towards humans is found in all sub-elements and their indicators. The element of morals towards nature is found in all sub-elements but does not meet all the indicators. The element of religious morals is found in the sub-element of carrying out obligations as an Indonesian citizen and is not found in the rights as an Indonesian citizen. From these results, it is concluded that the textbook entitled "English" published in 2016 does not meet the character education standards in the Merdeka curriculum.

INTRODUCTION

Character education must be presented in every subject and level of education, starting from elementary school, middle school and high school, including English language lessons. Of course, learning a foreign language also requires learning its culture, even though our culture is different from theirs. Therefore, character education is very important in learning English so that we can appreciate foreign cultures and maintain our culture. Studying foreign languages and cultures is not to change our traditions and culture but to increase insight and knowledge. That is one example of why character education is very important in learning English.

The purpose of education is to develop a student's potential and leadership value as a form of generation in the nation's successor. A student must be independent, have broad insight, creativity, honesty, and nationalism in an environment. Integrating the values of character education into the learning process is very important, and character education has long been an important part of Indonesia's national education mission. However, it is often referred to with different emphasis and terms (Murtako, 2015). Character education is interpreted as an effort to help the development of students' souls, both physical and spiritual, from their nature towards becoming humane people. In Imam Ghozali's opinion, character is morals, namely human spontaneity in behaving and behaving in accordance with what is integrated within the human being himself. The quality of education depends on whether or not character education is maximized at school (Arina, 2018).

In Indonesia, character education has long been lied in the world of education. However, as times change, character education policies and implementation need to be revised and innovated. In line with this, the Ministry of Education and Culture innovated the KTSP curriculum into the 2013 curriculum and is now using an independent curriculum as a form of refinement of the 2013 curriculum. . In the independent curriculum, this character education has six character values that are in accordance with the Pancasila student profile, namely faith and noble character, independence, mutual cooperation, broad insight, critical and creative.

Character education must be integrated into all subjects, including English lessons. English subjects are very interesting when related to character education. One example is getting to know foreign cultures without losing your own culture and appreciating differences. One of the government's concrete manifestations in making character education a success is by publishing textbooks that are in accordance with the curriculum.

Textbooks help teachers and students to support learning activities because textbooks are an important variable for the success of education and learning. Books are a medium and source of learning. Textbooks function to transform knowledge and life values related to the basic competencies being taught. Textbooks also help teachers in providing teaching materials because teachers have to provide materials creatively.

Textbooks are an important component in learning. As Cunningswort (Normawati, 2015) said, textbooks are a source for achieving general and specific learning goals. This means that textbooks are an important component that provides direction and guidance to achieve goals. The importance of textbooks is also stated in Minister of Education and Culture Regulation Number 2 of 2008 (Astuti and Wuri Wuryandani, 2017), that textbooks do not just contain learning material but must also contain character values. However, until now, there has been little effort to prepare textbooks that contain character education values in a systematic and systematic manner (Agus Yulianto, 2022). Therefore, it is necessary to prepare textbooks that are packaged based on character education.

Based on the problems that occur, researcher felt it was very necessary to analyze the values of character education contained in textbooks, analyze the values of character education based on the Merdeka curriculum in English textbooks published in 2016 or the books used when implementing the 2013 curriculum, because the books those used by English teachers in high school still use books published in 2016 or books used for implementing the 2013 curriculum. Based on information from these teachers, the textbook was still relevant for use in implementing the Merdeka curriculum. Therefore, it was necessary to review further whether English textbook published in 2016 were still relevant for use in the era of the Merdeka curriculum. The text book that had been examined in this research was a textbook entitled "English" for the tenth grade of high school. This book was chosen based on the research objective, namely analyzing character values in the Pancasila student profile in textbooks published in 2016 or the 2013 curriculum. The textbooks in circulation are expected to be able to integrate character values in line with educational goals and the curriculum being implemented.

In this study, the aim is to find out how the character values obtained from the English textbook class X SMA published by the Ministry of Education and Culture of Indonesia in 2016 and the relevance to the independent curriculum. This research provides benefits as the development of learning resources that instill better character education values for students. The results of the research can be used in improving

the quality of the book and consideration for further research.

RESEARCH METHOD

The research used qualitative research with a descriptive content analysis technique approach. The purpose of this research was to find out the character education of the pancasila student profile in the Merdeka curriculum especially at the dimension of faith, devotion to god almighty and have noble character in the English book for grade X high school students published by the Ministry of Education and Culture, 2016 revised edition, 2013 curriculum. Analysis material can be in the form of freely available reports, textbooks, letters, films, cassettes. , journal, subject, report, or other type of document. This research had analyzed the character education of textbooks in the book entitled "English Language Materials" for class X SMA. To show the value of character education in textbooks for tenth grade high school based on the character values in the Pancasila student profile in the Merdeka curriculum. In collecting research data, documentation techniques were used. Data was collected using a document checklist as one of the instruments in this research, and to classify data. Researchers collected data from the English textbook "English" to find character educatin based on indicators. The data analysis process is Preparing data for analysis, organizing different analyses, understanding the data in depth, presenting the data, and interpreting the broad meaning of the data are all part of the process. Researchers used the steps proposed by (Creswell, 2014)

FINDING AND DISCUSSION

a. Religious Moral

Religious morals have 3 sub-elements for grade X SMA: 1. Knowing and loving Almighty God: applying one's understanding of the qualities or characteristics of God in personal and social rituals of worship. 2. understanding religion/belief: understanding organizational structure, the main elements of religion/belief in the Indonesian context, understanding the contribution of religion/belief to world civilization. 3. Implementation of worship rituals: carrying out worship regularly and independently and realizing the importance of the worship and actively participating in religious or belief activities.

Of all the sub-elements above contained in the English textbook curriculum 2013 entitled "Bahasa Inggris" for the tenth grade of senior high school, it is found in Chapter I, pages 1, and Chapter II, pages 33, 35, 36, which can be seen in the picture, showing a female student wearing a headscarf showing her devotion to the religion. She adheres to, as well as has a good relationship with her friends who do not wear the hijab, this picture can be understood as indirectly teaching female students to wear the hijab wherever they go, as can be seen in the picture of a student also wears the hijab even when playing/exercising with her friends as a form of carrying out worship regularly, because wearing the hijab is an obligation for Muslim women in the Islamic religion. The character value of religious morals can also be seen in the picture in Chapter I, page 5. This is saying assalamualaikum and wassalam when writing a letter to someone, as a form of being a Muslim and as a form of carrying out worship rituals in the Islamic religion.

From the explanation above, the character values based on the Pancasila student profile found in the textbook curriculum 2013 for the tenth grade of high school, from the element of religious morals is found in the sub-element of carrying out worship rituals but is not found in the sub-element of knowing and loving God Almighty and understanding religion. /belief. So the character value of religious morals in the profile of Pancasila students in the dimension of having faith, being devoted to God Almighty, and having noble morals does not fulfill all the sub-elements and indicators of the profile of Pancasila students in English books for the tenth grade of high school.

b. Personal moral

Personal morals have 2 subelements for class X SMA: 1. Integrity: realizing that religious and social rules are good rules and are part of oneself so that one can apply them wisely and contextually. 2. Take care of self physically, mentally, and spiritually: carry out balanced physical, social, and religious activities.

Of all the sub-elements above contained in the English textbook curriculum 2013 entitled " Bahasa Inggris" for tenth grade of senior high school, it is found that Chapter I, page 17, shows a picture showing a conversation between two people who have just met, then communicating well in that conversation. Showing a social activity is a good thing that students must have. As a form of personal morals in the dimension of faith, devotion to God Almighty is in the Pancasila student profile. Personal morals are also found in Chapter XIII, pages 190 and 191, to be understood through teacher assignment instructions to students to do group assignments. It can be understood as the aim is to shape students' personalities so that they realize that social rules are good rules so they can apply them wisely, namely by carrying out assignments given by the teacher and being able to collaborate in a group assignment as a form of demonstrating good personal attitudes and integrity.

From the explanation above, the character values based on the Pancasila student profile found in the 2013 English curriculum book for the tenth grade of senior high school are found in the integrity sub-element. However, they are not found in the sub-element of caring for oneself physically, mentally, and spiritually. So the value of personal moral character in the Pancasila student profile in the dimensions of faith, devotion to God Almighty, and having noble morals does not fulfill all the sub-elements and indicators of the Pancasila student profile in the English language book for the tenth-grade senior high school.

c. Moral toward human

Morals towards humans have 2 subelements for class X SMA. 1. Prioritize similarities with other people and respect differences: identify common problems and provide alternative solutions to bridge differences by prioritizing humanity. 2. Empathize with others: understand and respect the feelings and points of view of other people and groups.

Of all the sub-elements above contained in the English textbook curriculum 2013 entitled "Bahasa Inggris" for tenth-grade high school, namely In Chapter II, pages 23,24,26,27,32,34, which can be understood through pictures explaining the value of moral character to humans, through dialogue and conversation about giving congratulations, praise/appreciation to others and saying thank you as a form of action of empathy for others. Apart from that, there are also assignments to train students to show empathy for others through congratulations, praise, and thanks. The value of moral character towards humans in the profile of Pancasila students is also found in the picture in Chapter III, pages 40 and 41, namely through the conversation between Santi, Riri, and Bayu. In this conversation, it can be understood that we must respect each other's opinions to identify things that matter. Problems, provide solutions, and respect others' opinions. Apart from that, there are also examples of morals for humans in Chapter XIII, pages 170 and 172. Namely morals towards parents, which can be understood from a story text. The story of a disobedient child taken from Malin Kundang's story teaches students to behave well towards their parents. As a form of empathy for other people, namely by being filial to parents.

From the explanation above, character values based on the Pancasila student profile found in the 2013 English curriculum book for tenth grade high school. So that the moral character values that exist in humans include the dimensions of faith, piety and noble character towards God Almighty and other fellow human beings who can fulfill their duties.

d. Moral toward nature

Morals towards nature have 2 subelements for class X SMA. 1. Understand the interconnectedness of the earth's ecosystem: identify environmental problems where he lives and take concrete steps that can be taken to avoid damage and maintain the harmony of the ecosystem in his environment. 2. Protecting the surrounding natural environment: realizing a sense of gratitude by building awareness of caring for the natural environment by creating and implementing solutions to existing environmental problems.

All the sub-elements above are contained in the English textbook curriculum 2013 entitled "Bahasa Inggris" for tenth-grade high school, in Chapter IV, pages 53 and 65. Shows a picture that tells the text about a tourist park which describes the naturalness of the tourist park "Tanjung Puting National Park and water park Cuban Rondo, which tells how the ecosystem in the park is connected and preserving its naturalness so that it is beneficial for many people. Which can be understood as a form of ecosystem connectivity and maintaining the surrounding natural environment as a form of morals towards nature.

From the explanation above, character values are based on the Pancasila student profile found in the English textbook curriculum 2013 for the tenth grade of high school. There are all subelements in morals towards nature, but they do not meet all the indicators. So the character value of morals towards nature in the profile of Pancasila students in the dimension of faith, devotion to God Almighty, and having noble morals fulfills all the sub-elements but does not fulfill all the indicators of the Pancasila student profile in the English language book for the tenth grade of high school.

e. Patriotic moral

State morals have one sub-element for class X SMA. 1. Carry out the rights and obligations as an Indonesian citizen: use and carry out the obligations of citizenship and be accustomed to prioritizing public interests above personal interests as a manifestation of one's faith in God Almighty.

From all the sub-elements above contained in the English textbook curriculum 2013 entitled "Bahasa Inggris" for tenth-grade high school, namely in Chapter IX, pages 124 and 125, it can be seen that the character values of the elements of state morals can be understood through an assignment that reminds students of Heroes Day on November 10. This can mean not forgetting the obligation as citizens to commemorate important days in the country as a form of appreciation for the services and sacrifices of heroes and warriors.

From the explanation above, the character values based on the Pancasila student profile found in the English textbook curriculum 2013 for the tenth grade of senior high school, the subelement of state morals is found in the sub-element of carrying out obligations as an Indonesian citizen but is not found in the rights as an Indonesian citizen and putting interests first. Public interests above personal interests. So, the character values of the dimensions of Faith, Taqwa and Noble Character have not fulfilled all the elements and sub-elements in the Pancasila student profile in the grade X high school English book.

Table 1. The Character Education with the Dimension of Faith, Devotion to God Almighty and Havig Noble Character was found English Textbook " Bahasa Inggris"

Elemen and sub-elemen of Dimension faith,devotion to god almighty and have noble character	**(√/-)**	**Explanation**
Religious Moral. Analyzing character values in textbook "Bahasa Inggris" according to elements and sub-elements of religious moral	√	Have elemen and subelemen, but not fulfill all
Personal Moral. Analyzing character values in textbook "Bahasa Inggris" according to elements and sub-elements of personal moral	√	Have elemen and subelemen, but not fulfill all
Moral Towards Human. Analyzing character values in textbook "Bahasa Inggris" according to elements and sub-elements of moral toward human.	√	Have all elemen and subelemen
Moral Toward Nature. Analyzing character values in textbook "Bahasa Inggris" according to elements and sub-elements of moral towards nature.	√	Have elemen and subelemen, but not fulfill all
Patriotic Moral. Analyzing character values in textbook "Bahasa Inggris" according to elements and sub-elements of patriotic moral.	√	Have elemen and subelemen, but not fulfill all

Notes: √ Available - Not Available

CONCLUSSION

The results of this study indicate that the implementation of character values based on the Pancasila student profile of the 2013 curriculum for class X SMA has elements and sub-dimensions of faith, taqwa and noble character to God Almighty but not all of these indicators are fulfilled. There are five elements of the dimensions of Faith, Taqwa and Noble Character, namely Religious Character, Self, Humans, Nature and Nation. The Element of religious morals is found in the sub-element of carrying out worship rituals but is not found in the sub-element of knowing and loving God Almighty and understanding religion/belief. The Element of personal morals is found in the integrity sub-element and indicator, but not found in the sub-element of caring for oneself physically, mentally and spiritually and indicator. The sub-element of morals towards humans is found in all sub-elements and their indicators. In the sub-element morals towards nature are found in all sub-elements but do not found in all indicators. In the sub-element of patriotic morals, it is found that carrying out obligations as an Indonesian citizen, but is not found in the rights as an Indonesian citizen. The conclusion of this research is, the textbook entitled "Bahasa Inggris" for the tenth grade of senior high school, published 2016 in curriculum 2013, do not fullfil the character education standards of the Merdeka Curriculum, especially in the dimensions of faith, devotion to God Almighty and noble character because it does not meet all the indicators.

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