



Exploration of Holistic Character Values on Integrative Thematic Books

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Abstract

This research is based on the problems related to content material that does not emphasize of character education. This research aims to explore the values of the holistic character contained in the integrated thematic book of fourth grade for elementary school and implication in the learning process or student life. This research used qualitative approach with the content analysis objects were several themes in Integrative Thematic learning for fourth grade. And the methods of research used in this research was descriptive. Data collection techniques using documentation and literature study. Based on the exploration results the, character values contained in the integrative thematic book were: [1] The values of holistic character in the textbook are Love of God and all of His Creations, Responsibility, Tolerance, Mutual Cooperation, and Perseverance; Although lacks in the aspects of language, text function, incomplete discourse and the frequency of uneven character values loads, but with the holistic character, can balance cognitive, affective and psychomotor loads in integrative thematic books [2] The implication for learning or student life is that it has not made abstract characters more concrete because holistic characters are more contained in narrative texts compared to practice during learning and in daily life and the use of forms of linguistic exposure must use language that is often found in elementary school children. The results of this study provide several recommendations for further studies, programs, teachers, and researchers that can be taken into consideration integration character education and improving the contents in integrative thematic books.

Keywords: Exploration, Holistic Character Value, Integrative Thematic Book.

Abstrak

Penelitian ini dilatarbelakangi permasalahan isi materi yang kurang memuat pendidikan karakter. Tujuan dari penelitian ini yaitu mengeksplorasi nilai-nilai karakter holistik yang terkandung pada buku tematik integratif kelas IV SD/MI serta implikasinya dalam kehidupan atau pembelajaran siswa. Penelitian ini menggunakan pendekatan kualitatif dengan analisis isinya beberapa tema dalam pembelajaran Tematik Integratif Kelas IV SD/MI. Sedangkan metode penelitian yang digunakan dalam penelitian ini adalah deskriptif. Adapun teknik pengumpulan data menggunakan dokumentasi dan studi pustaka. Berdasarkan hasil eksplorasi nilai-nilai karakter yang terkandung dalam buku tematik integratif kelas IV SD/MI ditemukan: [1] Nilai-nilai karakter holistik dalam buku teks yaitu Cinta Tuhan dan segenap ciptaan-Nya, Tanggung Jawab, Toleransi, Gotong Royong dan Pantang Menyerah; meskipun di dalamnya masih memiliki kekurangan dari aspek kebahasaan, fungsi teks, wacana yang tidak lengkap serta frekuensi muatan nilai karakter yang tidak merata. Namun dengan karakter holistik dapat menyeimbangkan muatan kognitif, afektif dan psikomotorik dalam buku tematik integratif [2] Implikasinya terhadap pembelajaran atau kehidupan siswa yaitu belum menjadikan karakter yang abstrak menjadi lebih konkret karena karakter holistik lebih banyak termuat dalam teks naratif di bandingkan dengan praktek saat pembelajaran maupun dalam keseharian dan penggunaan bentuk paparan kebahasaan harus menggunakan bahasa yang sering ditemukan anak sekolah dasar. Hasil penelitian ini memberikan beberapa rekomendasi bagi program studi, guru dan peneliti selanjutnya yang dapat dijadikan pertimbangan dalam upaya pengintegrasian pendidikan karakter dan memperbaiki muatan isi dalam buku tematik integratif.

Kata Kunci : Eksplorasi, Nilai Karakter Holistik, Buku Tematik Integratif.

INTRODUCTION

In line with the pace of community development, according to Zainudin (2008) education becomes very dynamic and adapted to existing developments. The education

curriculum is not a standard and static benchmark, but is very dynamic and must adapt to existing situations and conditions. Based on this, it is necessary to reform education in order to remain conducive,

programmed and systemic. Because ideally the educational process that takes place in schools can produce students who have noble character, and are not only concerned with abilities in the cognitive field alone or intellectually intelligent but must optimize other aspects, namely affective and psychomotor because with the provision of noble character, children will develop into children. who are good and will become adults in the future have a strong character for the homeland and nation.

Furthermore, students, especially in elementary schools, are in the early age range where all aspects of intelligence development such as IQ, EQ and SQ grow and develop extraordinary. In general, this level of development still sees everything as a whole (holistic) and is able to understand the relationship between concepts in a simple way. The learning process still depends on concrete objects and experiences experienced directly (Samsudin, 2008).

The holistic paradigm can be interpreted as a comprehensive or comprehensive perspective in perceiving reality. A holistic view means looking at aspects of the whole rather than the parts, having a systemic, integrated, complex, dynamic, non-mechanical, and non-linear pattern (Heriyanto, 2003). Therefore, with a holistic view, students will gain complete knowledge from various aspects of scientific disciplines. So that students will be wiser in looking at things because they are equipped with a complete understanding and in the end can optimize good knowledge, attitudes and activities.

In addition, an understanding of holistic character development also requires an integrative program, one of which is in General Education because according to PH Phenix (1964) the basic principles of the General Education program are directed at mastering knowledge and skills, increasing a sense of social responsibility, knowing several other areas of knowledge, the existence of a relationship between one area of knowledge and another, and what is important is quality. a person's understanding of an area of knowledge or the existence of an

integrated meaning or meaningful unity in the curriculum structure, although sometimes it is influenced by views between branches of science. As for space The scope of the General Education program should cover six areas of meaning, namely: symbolics, empiricals, esthetics, synnoetics, ethics, and synoptics.

So that in the 2013 curriculum, teachers are not only tasked with teaching their students to be academically capable, but also must be able to arouse the abilities of their students. In addition, in the 2013 curriculum, character education also gets more attention, because the purpose of education does not only rely on cognitive aspects or becomes temporary memorization that will be lost over time. However, learning must also provide a meaningful experience for students so that there is a change in attitude for the better. (Ruminiati and Khusubakti, 2016)

In accordance with the curriculum policy above, learning that is in accordance with the needs and development of students is thematic learning. Meanwhile, according to Rusman (2010) that thematic learning is one of the models in integrated learning (integrated instruction) which is a learning system that allows students, both individually and in groups, to actively explore and discover scientific concepts and principles in a holistic, meaningful and meaningful way. authentic.

In addition, there are two types of textbooks in the 2013 curriculum, namely textbooks for students to use and guide books for teachers in the learning process. In the thematic book, each chapter is equipped with a concept map, introduction, part of student activities both experimental and non-experimental or discussion, practice questions, summaries, evaluations, and assignments for students. Meanwhile, the Student Book is activity based, making it possible for students to complete material from various sources (Multayas, et al. 2020). The researchers focused on analyzing holistic character values, namely in the fourth grade SD/MI semester 1 student books which consisted of five themes, including the following: 1) The Beauty of Togetherness, 2) Always Saving Energy, 3) Caring for the

Environment, 4) Various Jobs and 5) My Hero.

Furthermore, the researcher conducted an initial study of several student books and found a number of notes that should be commented on in the student books. Some of the material presented does not highlight the content of character education. The presentation technique also tends not to support the procedures in the scientific approach required in the 2013 Curriculum. Old nuances and patterns can still be found in some parts of the book, such as directly presenting the material without giving students the opportunity to observe, ask questions, reason, and try. Some authors directly mention the content of the material (eg definitions, types, examples) without giving students the opportunity to take the steps in the scientific approach.

Based on the above background, the researcher tries to explore the holistic character values in thematic books. The purpose of this research is to explore the holistic character values contained in the fourth grade integrative thematic books of SD/MI and their implications in students' lives or learning. Therefore, the presentation of thematic books in elementary schools must be based on aspects of character education and a scientific approach. Both are the main aspects of realizing the goals of developing the 2013 Curriculum and the goals of national education. The study focused on the books for fourth grade elementary school students in semester 1, because grade IV is a transition period from low to high grade which contains more material and themes. This analysis is urgent to be carried out because it can inform various strengths and weaknesses in the

SD/MI student books from the aspect of character education and the scientific approach. Furthermore, it can also be used as consideration for writing or revising future editions of student books.

METHOD

This study uses a qualitative approach with content analysis. While the content analysis in this study were several themes in the Integrative Thematic learning for Class IV SD/MI. While the type of research used in this research is exploratory, with descriptive research methods. There are several other instruments needed by researchers in collecting data in this study, namely student book analysis guidelines and Student Book Analysis Worksheets, operational verb sheets, holistic character matrices, and value coding as indicators set by the Ministry of Education and Culture to test the feasibility of the book. The aspects of the study are focused on exploring holistic character values in the Thematic Integrative Class IV SD/MI book. As for the validity of the instrument using triangulation theory. Furthermore, the data collection technique uses documentation and literature study. Meanwhile, data analysis used Miles and Huberman data analysis with the following stages: 1) data collection or data collection stage in the form of holistic character values of integrative thematic textbooks, 2) *data reduction* or the process of selecting and grouping data for research purposes, 3) *data display* or the data presentation stage, namely the classification and description of the data and 4) the conclusion/verification stage. The matrix to determine the feasibility of an integrative thematic book is listed in the table below:

Table 1

MMatrix of Eligibility for Integrative Thematic Books for Class IV SD/MI Semester 1

No	kriteria	Complete	Not complete
1.	Developed competencies	-	<input type="checkbox"/>
2.	Character Developed	<input type="checkbox"/>	-
3.	Language Exposure Form		
	3.1 Word Aspect	<input type="checkbox"/>	-

3.2 Sentence Aspect	<input type="checkbox"/>	-
3.3 Paragraph Aspect	<input type="checkbox"/>	-
3.4 Aspects of Discourse	-	<input type="checkbox"/>
4. Structure of Learning Materials	<input type="checkbox"/>	-
5. Text function	-	<input type="checkbox"/>
6. General Education Principles	<input type="checkbox"/>	-

RESULTS AND DISCUSSION

The results of this study relate to the content of holistic character values contained in the integrative thematic book for grade IV SD/MI semester 1 which consists of five themes, including: the beauty of togetherness, always saving energy, caring for the environment, various jobs and my heroes. Based on the results of data analysis, there are 15 holistic character values in the thematic book, but they can be classified into five

characters, namely (1) Love of God and all of His creation which consists of a united character, (2) Responsibility consisting of trustworthy, independent, disciplined characters, fair and honest, (3) Tolerance which consists of polite character, (4) Gotong royong/cooperation which consists of helpful character, and a good leader, (5) Never gives up/hard work which consists of creative character.

Table 2 Holistic Character Matrix

No	Character Value	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1.	Love God and All of His Creation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
2.	Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Tolerance	<input type="checkbox"/>	-	-	-	-
4.	<i>Gotong Royong/</i> Cooperation	<input type="checkbox"/>	-	-	<input type="checkbox"/>	<input type="checkbox"/>
5.	Never Give Up/ Hard Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the analysis of the overall themes and holistic character values that have been explored. So the integrative thematic approach in the 2013 SD/MI curriculum is not only integrated in terms of cross-subject material, it is also integrated in the realm of learning competencies. This means that in every learning, teachers are required to be able to integrate learning gains in three domains (Cognitive, Affective and Psychomotor/Skills) and one way is through thematic books. So that by having holistic character values, students will be wiser in looking at things because they are equipped with a complete understanding and in the end

can optimize good knowledge, attitudes and activities.

In addition, the results can be obtained based on the principle of general education, namely the existence of an integrated meaning or meaningful unity in the curriculum structure through the language function, namely to obtain meaning from the text, especially in integrative thematic books that are integrated in multi-disciplinary sciences. The aim is that students are able to identify each word, sentence and paragraph; the ability to grasp the explicit meaning of each text or to grasp the implicit meaning of some symbols is to enter the comprehension area of the cognitive realm; and awareness to

continuously improve competence and increase understanding is in the affective domain.

Furthermore, it can be seen that the frequency of character loading in each theme varies, some are found in all themes and some are found in one theme. This is because the characters developed tend to adapt to the title of the theme and the presence of a dominating character. As is the case with the character of God's Love and all of His creation which tends to be used as a support for other characters. Whereas according to Endang and Zubaedi (2020) the goal achieved from the concept of gratitude is to believe in the existence of God through His creation. So the need for character development evenly and well integrated. As is the case with the character of responsibility which has been integrated into all themes in the thematic book by using everyday language (ordinary language) so that it is easy to understand.

However, it is the opposite of the character of tolerance which is integrated in only one theme in the thematic book. This is because the characters developed tend to adapt to the title of the theme and dominate on theme 1 "The Beauty of Togetherness" so that it is not found in other themes. In contrast to the character of gotong royong/cooperation which is integrated into several themes in thematic books. Even though the importance of the character of cooperation according to Helmawati (2017) because human abilities are limited or different from one another, humans must work together to achieve a goal. In addition, there are also characters who never give up/hard work integrated into all themes in the thematic books. Overall, each character contains empirical, ethical, nondiscursive, synnoetic, symbolic, aesthetic and ordinary language meanings.

Based on the explanation of the text book above, the researcher can explain some of the weaknesses of the thematic book for grade IV SD/MI, including: important findings in organizing the learning materials presented in each sub-activity that appears to pay less attention to the series of activities in the scientific approach. This is indicated by the presentation of the sub-activities that appear

to be forced and not in accordance with the five main learning experiences presented in the 5M activity (observing, asking, reasoning, trying, and communicating). In addition, the findings on the Always Saving Energy theme have less character content than other themes, lack of coherence in the material, too many practice questions but lack of character content,

Furthermore, regarding the form of linguistic exposure from the word aspect, single words and complex words were found. Meanwhile, in the sentence aspect, there are four types of sentences, namely interrogative sentences, command sentences, news sentences and exclamation sentences. For paragraphs, four types of paragraphs were found including narrative paragraphs, expositions, persuasion and argumentation paragraphs. Then in the discourse aspect, five findings were found. First, there is a tendency to display non-literary texts more than literary texts. Second, the imbalance in the number of sentences in one paragraph presented in the texts available in the book. Third, it was found that there was an neglect of the inclusion of the author's name and the source of the citation, especially the works quoted from other sources. Fourth, Another problem is the writer's reluctance to seek the writings of experts. Fifth, it is found that there is a tendency for more discourse in the form of what is shown to be incomplete. In addition, the complete discourse was not found, but only fragments whose contents were not easy to understand because of the incompleteness of the discourse.

The advantages of this integrative thematic book include: teaching materials that are relevant to students' lives, integrated subjects make it easier for students to understand in their entirety, the material is presented with interesting pictures, the structure of learning materials is quite complete, there is reflection on learning as improvement material, there are cooperation with parents. Then from the overall data findings, an interpretation is drawn up that the form of linguistic exposure contained in textbooks uses the form of exposure that is often found by elementary school children.

Furthermore, so that learning is more meaningful and has a good impact on students. The most important thing is the implication of this thematic book so that the material that has been obtained can be applied in learning and in students' daily lives. The results that have been obtained are that they have not made abstract characters more concrete because holistic characters are more contained in narrative texts compared to practice during learning and in everyday life. While the importance of the text that is seen is not just a collection of words or linguistic rules, but the process of selecting linguistic forms to express meaning. So that the use of language exposure forms can be effective depending on students' understanding when reading.

In addition, the implications for learning can be done by introducing values and internalizing good values into student behavior in everyday life through a thematic learning process. In addition to making students master the targeted material, it is also designed to make students recognize, care about, and internalize these values so that they become behaviors.

Furthermore, according to Mulayahati (2014) one of the determining factors for the success of teachers and students in using textbooks is determined by the quality of textbooks. In measuring the quality of textbooks, important aspects must be considered, namely the suitability of the content of the material with the curriculum, the coherence of the material, the depth and breadth of the material. As for the results of the study, that Integrative thematic book for grade IV SD/MI deserves to be one of the studies of general education and character in terms of objectives, materials and learning materials based on language functions and general education principles. Even though it still has flaws in it which must be corrected.

CONCLUSION

Based on research results, findings and discussions that have been analyzed in the previous section, it can be concluded that Integrative thematic book for grade IV SD/MI deserves to be one of the studies of

general education and character in terms of objectives, materials and learning materials based on language functions and general education principles. This can be seen from the character values already contained in the book, namely Love of God and All of His Creation, Responsibility, Tolerance, Mutual Cooperation/Cooperation and Never Giving Up/Hard work. Even though it still has flaws in it from the linguistic aspect, the function of the text, the discourse is not complete but only fragments and the frequency of appearance of character values is uneven and depends on the focus of material achievement. So that with this holistic character, it can balance the cognitive, affective and psychomotor content in integrative thematic books in accordance with educational goals.

Then the holistic character values contained in the Integrative Thematic book have implications for learning or student life, namely that they have not made abstract characters more concrete because holistic characters are more contained in narrative texts compared to practice during learning and in everyday life. While the importance of the text that is seen is not just a collection of words or linguistic rules, but the process of selecting linguistic forms to express meaning. So that the use of language exposure forms can be effective depending on students' understanding when reading.

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