



## Content Analysis of Character Values: Theme 7 Sub-theme 2 Curriculum 2013 Textbook Revised Edition 2017 Grade V Elementary School

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### Abstract

*The purpose of this study aims to identify and analyze the content of character values contained in the 2013 curriculum textbook 2013 revised edition 2017, especially on theme VII sub theme 2 class V elementary school. The research method used in this study is a qualitative research method with a type of document study. This research is a content analysis research conducted in six stages, namely unitizing, sampling, recording, reducing, inferring, and narrating. The source of data in this study is the 2013 curriculum textbook revised edition 2017 grade V elementary school. The results in this study show that in the 2013 revised edition of the 2013 curriculum textbook, class V elementary schools, especially in Theme VII sub theme 2 in each learning activity contains a content of character values that must be developed and instilled in students through a series of activities in learning and the content of character values developed in each learning tends to be different but there are still some character value content that must be developed and instilled in students the same between each learning and the development of the learner's character value content refers to eighteen character value charges but there are also some character value charges developed not based on it.*

**Keywords:** characters, textbooks, curriculum 2013

### Abstract

*Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis muatan nilai karakter yang terdapat pada buku teks kurikulum 2013 edisi revisi 2017 khususnya pada tema VII subtema 2 kelas V sekolah dasar. Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan jenis studi dokumen. Penelitian ini merupakan penelitian analisis konten yang dilakukan dengan enam tahapan, yaitu unitizing, sampling, recording, reducing, inferring, dan narrating. Sumber data dalam penelitian ini adalah buku teks kurikulum 2013 edisi revisi 2017 kelas V sekolah dasar. Hasil dalam penelitian ini menunjukkan bahwasannya di dalam buku teks kurikulum 2013 edisi revisi 2017 kelas V sekolah dasar khususnya pada Tema VII subtema 2 dalam setiap kegiatan pembelajarannya mengandung muatan nilai karakter yang harus dikembangkan dan ditanamkan dalam diri peserta didik melalui serangkaian kegiatan dalam pembelajaran serta muatan nilai karakter yang dikembangkan di dalam setiap pembelajarannya cenderung berbeda-beda tetapi masih terdapat beberapa muatan nilai karakter yang sama antar setiap pembelajarannya dan pengembangan muatan nilai karakter peserta didik mengacu pada delapan belas muatan nilai karakter tetapi ada juga beberapa muatan nilai karakter yang dikembangkan tidak berdasarkan pada hal tersebut.*  
**Kata Kunci:** karakter; buku teks; kurikulum 2013.

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## INTRODUCTION

The curriculum that applies in the education system in Indonesia has undergone several changes, such as the revised 2013 curriculum that is currently being implemented. The revised 2013 curriculum requires educators to

be able to develop learning that integrates strengthening character education, literacy, 21st century skills, and *Higher Order Thinking Skills*. (Darise, 2019). The development of the 2013 curriculum aims to prepare citizens who have the ability to live as individuals who are

faithful, productive, creative, innovative, and can contribute to the life of society, nation and state (Mulyadi, 2021). Thus, the 2013 curriculum is very important to be implemented at every level of education, especially at the elementary school level.

In its implementation, the 2013 curriculum at the elementary school level emphasizes strengthening character education. The main focus in the 2013 curriculum is the improvement and balance between *soft skills* and *hard skills* which include the attitudes, knowledge and skills of students (Sari et al., 2018). In its implementation, the 2013 curriculum makes students learn subjects which are expected to be more dominant in learning activities (Wahyuni Rina & Berliani Teti, 2019). The 2013 curriculum learning in elementary schools is thematically integrative, which means that learning uses themes by combining several lesson content into a single unit (Astiningtyas, 2018). Therefore, in order for learning to run properly, educators must design learning by taking into account the characteristics of students.

Characteristics of elementary school age students generally differ between each individual. Elementary school age students are at the concrete rational stage, which means that children are able to think logically but are still limited to concrete objects (Septianti & Afiani, 2020). One of the characteristics of elementary school-age students is having high physical activity to improve their motor and cognitive development (Jauhari et al., 2019). Thus, educators must design learning activities by taking into account the characteristics of students and must emphasize the strengthening of character education in it.

Character education is the main aspect developed in the 2013 curriculum. Character education aims to improve the quality of education that focuses on building the character and noble character of students (Dole, 2021). Strengthening character education has an important role, because the influence of student behavior is determined by environmental factors (Maisaro et al., 2018). The development of character education in the 2013 curriculum in elementary schools can be implemented through intracurricular,

extracurricular activities, and the learning process in the classroom (Prihatmojo & Badawi, 2020). Referring to the above, the development of character education in elementary schools can be integrated through integrated thematic learning.

In order for the implementation of integrated thematic learning to run optimally, educators must use an effective and appropriate model or approach (Iasha, 2018). Integrated thematic learning makes students actively explore and process the information obtained because learning is *student centric* (Ayu, 2020). In the integrated thematic learning process using textbooks called 2013 curriculum textbooks.

The 2013 curriculum textbooks include teacher handbooks and student handbooks. Textbooks used in primary and secondary education units are selected from textbooks that have been set by the minister based on the feasibility assessment standard from the BSNP (Ernawati, 2019). The characteristics of the 2013 curriculum textbooks are the balance between attitude, skill and knowledge competencies to build students' knowledge (Ikawati et al., 2018). Textbooks contain units of learning material that students must follow through a series of activities and exercises (Irawan, 2020). Therefore, the material units in the 2013 curriculum textbooks, both teacher and student manuals, must be analyzed in order to determine the suitability of the material content contained in it.

Analysis of material content needs to be carried out in order to determine the suitability of teaching materials with character values that must be developed in each learning activity. Content analysis is research conducted by reviewing documents, texts or books in order to obtain conclusions from the context of their use (Ikawati et al., 2018). The problem that is often experienced by educators in the learning process is the difficulty of choosing and determining appropriate and appropriate material content to help students achieve the competencies set (Aisyah et al., 2020). Therefore, content analysis of learning materials is necessary to assist educators in determining and knowing the suitability of teaching materials so that students are able to

achieve the competencies that have been determined in accordance with the character content that must be developed in each lesson.

Based on previous research conducted by Atikah Mumpuni and Muhsinatun Siasah Masruri (2016), entitled Content of Character Value in the 2013 Curriculum Textbook, Teacher's Handbook and Class II Student Handbook, the results showed that the teacher's handbook and student handbook in each theme contained value content. -character values with varying numbers and uneven distribution, and the character values presented are mostly in accordance with the indicators of KI 1 and KI 2, but characters outside of these indicators are also found. The research that will be carried out by the researcher has an update that can complement previous research. The novelty in this study is that the researcher will analyze the content of character values in the 2013 revised 2017 edition of the curriculum text book on theme VII, sub-theme 2, fifth grade elementary school.

Based on the explanation above, this study aims to identify and analyze the content of character values contained in the 2013 revised 2017 edition of the curriculum textbook, theme VII, sub-theme 2, fifth grade elementary school.

## RESEARCH METHODS

This research is a content analysis research. This type of research is used to describe the content of character values and the suitability of the content of character values in the 2013 revised 2017 edition of the curriculum text book. The data source in this study is the 2013 revised 2017 edition of the fifth grade elementary school curriculum textbook. This study will analyze documents in the form of a 2013 revised 2017 edition of the curriculum textbook, both teacher's and student's handbooks on theme VII, sub-theme 2, fifth grade elementary school.

The 2013 curriculum textbook used is a publication from the Ministry of Education and Culture. This research was conducted in February 2022. The source of data in this study was the revised 2017 edition of the 2013 curriculum textbook for class V semester 2, especially on theme VII sub-theme 2. Data

collection was carried out by careful analysis and recording of the 2013 revised 2017 edition of the curriculum textbook. V theme VII sub-theme 2 elementary school. The content analysis stages used in this study consisted of six stages, namely *unitizing*, *sampling*, *recording*, *reducing*, *inferring*, and *narrating* (Krippendoff, 2018). Here are the steps in analyzing the data in the study.

1. *Unitizing* (determination of units): the determination of units in this study is theme VII, sub-theme 2 of the 2013 fifth grade elementary school curriculum textbooks.
2. *Sampling* (sampling): the determination of the sample in the study focused on the content of character values contained in the 2013 curriculum textbook theme VII sub theme 2 grade V elementary school.
3. *Recording* (recording and recording): data obtained from the results of document analysis are then recorded in the analysis sheet.
4. *Reducing* (reduction): data reduction is done by eliminating things that are not in accordance with the load of the analyzed character values.
5. *Inferring* (drawing conclusions): conclusions are drawn using the criteria for determining the content of character values contained in the 2013 fifth grade elementary school curriculum textbooks.
6. *Narrating* (describe): the description process is the final step of the data analysis process. The description of the research results must be accompanied by supporting theories in order to strengthen the researcher's opinion.

## RESULTS AND DISCUSSION

The learning process in elementary schools uses integrated thematic learning. The implementation of integrated thematic learning in elementary schools uses 2013 curriculum textbooks. The 2013 curriculum textbooks consist of teacher handbooks and student manuals. Teacher and student handbooks are media that can develop the character values of students (Ramdani et al., 2021). In the second

semester fifth grade thematic book which will analyze the character value content, consists of three themes. The three themes are the theme of Events in Life, National Events Around the Proclamation of Independence, and Events Filling Independence. The analysis of the content of character values will focus on one of the sub-themes, namely sub-theme 2 National Events Regarding the Proclamation of Independence.

In sub-theme 2 National Events Regarding the Proclamation of Independence, there are six learning activities that must be carried out. In every learning activity there are several learning content that are integrated and contain core competencies and basic competencies that must be achieved by students. Core

competencies consist of four interrelated dimensions, namely those related to religious, social, knowledge, and skills attitudes (Rachmawati, 2020). While basic competencies are competencies that students learn in certain subjects (Astuti et al., 2020).

Each sub-theme has a focus on developing its own character values. The character values to be analyzed are adjusted to the eighteen character values that are the focus of the analysis. Eighteen character values have been identified that come from religion, Pancasila, culture, and national education goals. The following is presented to the eighteen character values that have been identified.

(See **Table 1**).

**Table 1.** Eighteen Character Value Charges

No	Character	Description
1.	Religious	The attitude or behavior of being obedient in carrying out the teachings of the religion he/she adheres to, being tolerant of the implementation of worship of other religions, and being able to live in harmony with followers of other religions.
2.	Honest	Behavior based on efforts to make oneself as a person who can be trusted in actions, words, and deeds.
3.	Tolerance	Attitudes or behaviors that can respect differences in ethnicity, religion, ethnicity, opinions, attitudes, and actions of other people who are different from themselves.
4.	Discipline	Actions that show obedient and orderly behavior in various applicable provisions and regulations.
5.	Hard work	Seriousness in overcoming various kinds of obstacles and completing tasks as well as possible.
6.	Creative	Ways of thinking and doing things to produce new ways or results from something that is already owned.
7.	Independent	Attitudes or actions that are not easy to depend on others in completing tasks.

8.	Democratic	Way of thinking, behaving, and acting that views the rights and obligations of himself and others equally.
9.	Curiosity	An attitude or action that always seeks to know something deeply and widely from what is learned, seen, or heard.
10.	Spirit of nationality	A way of thinking, acting and having insight that places the interests of the nation and state above personal or group interests.
11.	Love of the homeland	A way of thinking, behaving, or acting that reflects loyalty, concern, high respect for the country.
12.	Appreciating achievements	Attitudes or actions that encourage him to be able to produce something useful for society, want to acknowledge, and respect the success of others.
13.	Friendly/ Communicative	Actions that show a sense of pleasure talking, socializing, and cooperating with others.
14.	Peace of mind	Attitudes, words, and actions that cause others to feel happy and secure in their presence.
15.	Loves to read	The habit of spending time reading various readings that benefit him/her.
16.	Care for the environment	Attitudes or actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that has occurred.
17.	Social Care	Attitudes or actions that always want to provide assistance to other people or communities in need.

18.	Responsibility	The attitude or behavior of a person to carry out the duties and obligations that should be carried out on oneself, the community, the natural, social and cultural environment, as well as the state and God Almighty.
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In the following, the results of the analysis of the content of character values in the 2013 revised 2017 edition of the curriculum text book, theme VII, sub-theme 2, fifth grade elementary school, are presented based on the eighteen character values mentioned above.

### ***Content of Character Values in Learning 1***

In learning one there are three lesson content that are combined into one in learning activities. The content is the content of science, social studies, and Indonesian lessons. In this one learning there are several learning activities which contain character values that must be developed and achieved by each student. In the student handbook, a picture of the proclamation of independence is presented along with a narrative text. This activity is an apperception before entering the next learning activity.

In the apperception activity, students are asked to observe the picture and read the narrative text that is presented. Then, students are asked to answer each question. This apperception activity was carried out with the aim of measuring the ability level of understanding and knowledge of students by seeing the truth of the answers written by students after reading and observing the images presented. There are several content of character values developed in this apperception activity, including the character of reading, curiosity, carefulness, and independence. In this activity, students are required to observe and first read the images

and text presented in order to get answers to the questions posed.

Then, students are required to be careful in making observations and in writing answers to the questions asked. In addition, the character of curiosity is also developed in this apperception activity, it aims to motivate students to be curious and learn more deeply. In this activity, students are also required to be independent in completing the tasks given by the educators. The content of character values is in accordance with the eighteen indicators of character values, namely the character of reading, curiosity and independence.

In the Come Reading activity, a text entitled "The Event of Reading the Text of the Proclamation of Independence" was presented. In the teacher's handbook it is written that the educators ask one student to read the reading text and ask the other students to listen to it. In this activity, the character values developed are fond of reading, independent, curious, careful, and love the homeland. In this activity, students are required to like to read by reading the reading text entitled "The Event of Reading the Proclamation Text" and are also required to be independent in reading the reading text to completion.

In addition, students are required to be careful in listening to reading texts read by other students who are asked to read by educators. In this activity, the character of love for the homeland is also instilled and developed in students through the learning activities carried out. Through the reading text entitled "The Event of Reading the Text of the

Proclamation of Independence" students can find out what events happened around the reading of the text of the proclamation of Indonesian independence so that students are able to appreciate the struggle of the heroes who fought for the implementation of the proclamation of independence.

The next learning activity is Let's Talk. In the student handbook, it is written an order that each student is asked to discuss with his/her seatmate about the reading text entitled "Raising the Red and White Flag", then students are asked to review the contents of the text reading and then write down the results of their review in the provided column. In this activity, the character values that must be developed are disciplined, friendly/communicative, and responsible characters.

In the Let's Practice activity in the student handbook it is stated that students are asked to find standard and non-standard vocabulary in the reading text entitled "The Event of Reading the Proclamation of Text" then, students are asked to look for the meaning of words found in the Big Indonesian Dictionary. In this activity, the character values developed are the characters like reading, careful, thorough, and disciplined. In this activity, students are required to first read the text entitled "The Event of Reading the Text of the Proclamation of Independence" before starting to look for standard and non-standard vocabulary in the text. Students are also trained to be careful in finding standard and non-standard vocabulary and are required to be more careful in checking the meaning of the vocabulary found in the Big Indonesian Dictionary. In addition, students are also required to be disciplined in doing the assignments given in a timely manner.

The next activity in learning 1 is Let's Write. In the teacher's handbook it is stated that students are asked to reread the text entitled "The Event of Reading the

Proclamation of Independence". Then students independently answer the questions by filling in the answers in the available columns. Furthermore, educators provide opportunities for each student to present the results of their work in turns in front of the class. In this learning activity, the character values developed are reading, independent, disciplined, and communicative characters.

The next learning activity is Let's Read. In this activity, students are asked to read a text entitled "Heat Changes the Temperature of an Object". In this activity, students are asked to understand and observe pictures of heat that can change the temperature of objects. After students read and observe the text, the next activity is continued with the Let's Try. In this activity, students are divided into several groups to conduct experiments to find out heat can change the temperature of objects. After each group carried out the experiment, then proceeded to present the experimental results that had been obtained in front of the class. In the two learning activities, the character values developed are the character of reading, curiosity, discipline, and communicativeness.

The last learning activity in lesson 1 is the Come Observe activity. In the teacher's handbook it is stated that each student is asked to observe events that show changes in object temperature caused by heat in everyday life. Then, each participant was asked to write down his observations in the provided column. In this activity, the character values developed are the character of curiosity, responsibility, independence, and communicativeness.

### ***Content of Character Values in Learning 2***

The learning activity presented for the first time in this second lesson is the Let's Try. In this learning activity, students are invited to do a simple experiment on changing the shape of an object with ice cubes as an experimental object. In addition, students were asked to

observe and record every event that occurred during the experiment. Then, students are asked to present the results of their experiments in front of the class and draw conclusions from the results of the experiments that have been carried out. Based on these activities, the content of character values developed, namely the character of curiosity, discipline, and communicativeness.

For the character who likes to read and the spirit of nationalism is developed through the Let's Read activities. In this activity, students were asked to read a text entitled "Events Before and After Reading the Text of the Proclamation of Independence". By reading the text, it is hoped that students will be able to know and understand the history of the Indonesian nation so that they can increase the value of the national spirit of character in students.

The next learning activity is the let's practice activity. In this activity, the character values developed are careful, confident, independent, and communicative. In the teacher's handbook it is stated that students are asked to look for and pay attention to standard and non-standard vocabulary in the text entitled "Events Before and After Reading the Text of the Proclamation of Independence". Then students are also asked to answer the available questions independently and communicate them in front of the class with confidence.

In addition, in this second lesson, the character values of love for the homeland were also developed in the Ayo Singing learning activity. In this activity, students were asked together to sing the song "Hari Merdeka" correctly. This is intended to instill character values of love for the homeland in students.

### ***Content of Character Values in Learning 3***

The lesson content integrated in this third lesson is the content of Civics, Social

Sciences, and Indonesian Language lessons. The first learning activity presented at the beginning of the third learning activity is the Come Reading activity. In this activity, the character content of liking to read is developed in students. This is achieved by a command written in the teacher's handbook which indicates that each student is asked to silently read for 15 minutes the text entitled "Proclaimers".

The contents of creative character values, hard work, national spirit, and communicativeness are also developed in the Let's Write activity. In this learning activity, students are asked to write a simple biographical text about the father of the proclaimer of Indonesian independence. So that through these activities, the content of the character values mentioned above can be developed and instilled in students.

In the Let's Practice Activity, the character values developed are independent characters. In this activity, students were asked to independently answer the questions in the student handbook that spoke about heroic events after reading the text of the proclamation of independence. In the Let's Discuss activities, character values are developed for independent, hard working, communicative, and confident characters. In this activity, students were asked to mark a map of the areas where heroic events occurred after reading the text of the proclamation of independence. After completing marking the map, students are asked to present the results in front of the class.

In the Come Observe activity, the character values developed are tolerance characters because in this learning activity students are asked to observe and mention the various kinds of diversity in their class and then the results of their observations are used as material to fill in the tables in the student books.



#### ***Content of Character Values in Learning 4***

In this fourth lesson, the lesson content that will be integrated into learning is the content of SBdP, Social Studies, and Indonesian. For the first learning activity, it is presented in the Let's Practice Activity. In this activity, the character of curiosity is developed in students. Through this activity, students are asked to find out from various sources to find the abbreviation of the terms PPKI and BPUPKI.

Followed by the Let's Read activity, in this activity students were asked to read carefully the text of the discourse about events in the effort to form the Unitary State of the Republic of Indonesia entitled "The Process of Formation of the Unitary State of the Republic of Indonesia". In this activity, the character values developed are the character of curiosity. Then, in the Let's Practicing activity, the character values developed are independent characters and hard work. The development of the character value content is achieved by involving students to independently answer the questions contained in the Let's Practice rubric in the student handbook.

The content of the character values for reading fondness was also re-developed through the Let's Read activity. In this activity, students are asked to read a text entitled "Ahmad Soebarjo". Then the learning activity was continued with the Let's Discuss activity. In this activity, students are asked to make a review of the text based on the readings they have read by having discussions with their classmates. Then, each student is asked to present their work in front of the class. Based on these learning activities, the character values developed in this activity are creative, hard work, confident, and friendly/communicative values.

The character who likes to read is also re-developed in the Let's Read activity. In this activity, students are asked to carefully read the text entitled "Elements of Culture". Then

the learning activities continued with the Come Observe activity. In this activity, after the students finished reading the text of the discourse entitled "Elements of Culture" the students were asked to fill in the table about the elements of culture in the student book. Students fill in the names of traditional houses, traditional clothes, traditional dances, and known traditional weapons. In this activity, the content of character values developed is the character of love for the homeland.

In further learning activities, the character values developed are hard work, independent, communicative and careful characters. The development of the content of character values is achieved through the activities of Let's Observe and Let's Try. In both activities, students were first asked to observe the dance movement pictures in the student book. Then students are asked to answer the questions posed by writing the answers on a piece of paper and asking each student to present the answer in front of the class. Then the learning activities are continued by demonstrating the dance moves according to the picture in front of the class.

#### ***Content of Character Values in Learning 5***

In this fifth lesson, there are three lesson content that are integrated into one complete learning activity. The three content of the lesson are Bahasa Indonesia, Natural Science, and SBdP. The first learning activity presented in this fifth lesson is the Come Sing activity. In this activity, students are asked to sing the song "Maju Tak Gentar" with the correct tone, tempo, and lyrics. Through these activities, the character values developed are the character of love for the homeland and the spirit of nationalism.

The next learning activity is Let's Practice. In this activity, the character values developed are independent character and hard work. In this activity, students are asked to answer the

questions in the student book correctly and write them down in the provided column.

The content of creative, independent, and responsible character values is developed through the Let's Be Creative activity. In this activity, students are asked to combine movements and make other movements to the accompaniment of the song "Maju Tak Gentar". This activity aims to foster the creativity of students in making dance moves according to their wishes. The character of reading fondness is also developed in these five learning activities. The content of the character values was developed through the Let's Read activity. In this activity, students are asked to read the text entitled "The Struggle to Maintain Independence" for 15 minutes.

Then independent character and responsibility are developed through the Let's Practice Activity, in which students are asked to answer the questions contained in the student handbook correctly and correctly. After the students finished reading the text entitled "The Struggle to Maintain Independence" and answered the questions, the next activity was continued with the Let's Write activity. In this activity, students are asked to write down forms of physical struggle and diplomacy without looking at books. Then, each student is asked to read out the results of his work in front of the class in turn. Through this activity, the character values developed are hard work, honest, communicative, and confident.

The last learning activity in this fifth lesson is the Let's Try. In this activity, students are formed into small groups consisting of 3 or 4 people. Each group will conduct an experiment that changes the shape of an object that is affected by heat or heat. Each group records all the results obtained during the experiment and the results that have been obtained are presented in front of the class alternately

between groups. In this activity, the character values developed include discipline, responsibility, creativity, cooperation, communicative, and self-confidence.

### ***Content of Character Values in Learning 6***

In this sixth lesson, the first learning activity presented in the teacher's handbook and the student's handbook is the Come on Reading activity. In this activity, students were asked to read the text of the discourse entitled "Confession of Indonesian Sovereignty by the Dutch". Through these learning activities the content of character values developed in students is the content of the character of liking to read and the spirit of nationalism.

The character values of hard work and curiosity are also developed in this sixth lesson. The content was developed in the Let's Write activity. In the teacher's handbook, this learning activity requires each student to answer questions correctly about the KMB (Round Table Conference) event. In addition, the existence of questions that must be answered by students related to the KMB event can stimulate curiosity in students.

The next learning activity is Let's Practice. The content of character values developed in this activity is the character of hard work, creativity, and curiosity. Indicators of developing the character of hard work are shown by the practice of students being able to actively seek information about the Republic of the United States of Indonesia (RIS) from various sources. The character load is indicated by the indicator that students must seek information from various sources, both in the form of literature studies and interviews. And for the character of curiosity, it is developed through active students seeking information about RIS which is expected to stimulate the curiosity of students to answer the questions in the available columns.

The character values of hard work and love for the homeland are also developed through the Let's Discuss activities. In this learning activity, students carry out discussion activities between groups that have been created to find out the values that are in accordance with the soul and attitude of the hero in the song Syukur and to realize the gratitude of the younger generation in the form of love for the homeland.

In the Let's Practice activity, the character values developed are the character of hard work and tolerance. It is shown that each student is asked to work on questions regarding learning to address the problems that occur around us in everyday life, and by learning from the problems that occur students are able to appreciate the activities carried out by others.

And for the last learning activity in these six learning activities, let's sing. In this activity, the character values developed are the character of love for the homeland. This is shown by the indicator of character development that asks each student to be able to sing the Thanksgiving song correctly in order to foster a sense of love for the homeland in him.

## CONCLUSION

Based on the results of data analysis that has been carried out, it can be concluded that there are a lot of character values contained in the 2013 revised 2017 edition of the curriculum textbook, especially on theme VII, sub-theme 2, grade V elementary school. The content of character values developed in each learning activity as a whole refers to eighteen character values. In addition, there are several character values that were developed that were not based on the eighteen character values, for example, careful and confident character. Based on the results of the analysis that has been carried out by the researchers, all the

character values contained in the 2013 curriculum textbooks need to be developed and to determine the suitability of the teaching materials and the implementation of character education in learning activities. Thus, the analysis of material content in the 2013 curriculum textbooks, both teacher and student manuals, is expected to assist educators in developing the character values of students achieved through a series of learning activities carried out.

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