



Textbooks Thematic Based Character Education on Thematic Learning Primary School: An Influence

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Abstract: The research aims to find out the extent of the influence of textbook thematic based character education on thematic learning primary school students. This type of research is a quasi-experimental research. This research was conducted through categorizing an experimental group by textbook thematic based character education and a control group by using the conventional learning textbook. The population in this research was 61 fourth-grade students in total. Sample determination was conducted by using simple random sampling. In this research, data collection techniques were test and observation. Data analysis techniques were descriptive statistics and t-test with SPSS 21.0. The result of calculation shows that the t-result is 9.162 with which the significance level is less than 0.05 that is 0.000. Thus, it can be concluded that learning with the textbook thematic based character education has an influence on thematic learning of fourth-grade students in primary school. In addition to influential in student learning outcomes, textbook thematic based character education also affects the character of students.

Keywords: *Textbook thematic, character education, thematic learning, primary school.*

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Introduction

One of the indicators of the achievement of Indonesia advanced, independent, and fair in the construction of the next 20 years is the realization of Indonesian society that has high morals, ethics, culture, and are (Barnawi & Arifin, 2012). It implies that the Indonesian people should have a personality with strong character. Therefore, education must be managed properly in order to produce quality graduates to face the world with a variety of challenges and problems and can produce graduates of noble character, it has the skill and intelligence, high creativity as well manners of behaving and communicating, honesty, self-discipline and has a high responsibility, or in other words, education should be able to carry out the mission of development and the formation of character (character building) so that in the end will produce graduates who are able to participate in nation-building and successful without leaving the noble character that has been formed previous.

The rise of misbehavior students that occurred in Indonesia has quite prove that concern about the nation as hedonism eroded as glory hedonism in the middle of the current globalization are more rapidly. So it is important to the character education in any activity learning. In the implementation of character education in the academic cultural perspective, character education is not placed to stand alone, but "assimilative" (Aisyah, 2014).

Education in primary school especially in Indonesia held for six years starting from age of six until eleven. Mowsesian (2010) suggested that: "Elementary schools usually serve children between the ages of five and eleven years, or kindergarten through sixth grade. Some elementary schools comprise kindergarten through fourth grade and are called primary schools. These schools are usually followed by a middle school, which includes fifth through eighth grades. Elementary schools can also range from kindergarten to eighth grade". At the age of students taught in various aspects of discipline, skills, and behaving and know the environment. In addition, through education in primary school students expected to socialize good with his friend, teachers, and the community. Because of that basic education very important for learners.

Ellen (2001) suggested that "Elementary school need the character education. Elementary is the basic education system need to be planted the good character as a fundament. Character building is important venture that be given to human

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being, the characters education for the children have to cover as: (1) attitude; (2) behaviors; (3) motivation; and (4) skills (Oktarina & friends, 2015).

To support this case, then it seems necessary to have an education system that has comprehensive learning materials as well as supporting the right implementation of character education teaching, especially in primary schools, to help, develop and provide early characters education to the students as the future generation of Indonesia, in order to support the success of students in school learning.

Min & friends (2012) suggested that “The thematic learning will bring benefit to teachers and students. Thematic approach is an effort to integrate knowledge, skills and values learning and creative thinking using the theme. Teachers should encourage pupils to participate actively and physically in the process as a form of natural learning. Teachers should try to provide meaningful learning experience to the students so that they do not only have fun but also show and display an interest in searching further from their own information. Students should also be given an opportunity to be independent, explore and experience learning themselves. Thematic learning process will help students to think creatively and critically. Thematic approach is the meaningful learning for students because they learn to do independently.”

There are many factors supporting the accomplishment of learning, one of them is learning material. Learning material is a crucial component in every teaching learning, besides its main function as learning media, it also can help students in learning activities. Learning material is subject materials arranged completely and systematically based on the learning principles used by teachers and students in teaching learning process (Sungkono, 2009). Learning material which supports independent students' learning is a textbook. APEID (1976) a textbook was defined as a set of learning opportunities organized around a well defined topic which contains the elements of instruction, specific objectives, teaching learning activities and evaluation (Padmapriya, 2015). Textbook is a learning material which is learnt by students with different learning time ability (Kurniawati, 2013). One of the characteristics of textbooks is self instructional; it is a state where the students are able to learn by themselves without guiding from teachers (Depdiknas, 2008). Therefore, it is hoped that through developed textbook, the students can learn independently.

Matthews & Robert (2012) states that the use of the textbook media is one of the sources of science in proper learning. It can bring the dominant influence to the child's life with the learning world environment in accordance with the development and maturity that is harmony with instructional goals. So that learning objectives can be achieved. Therefore, required the teaching material suitable by learning thematic basis in primary school. Other than suitable, lunar year of teaching materials also will strengthen the character that is in students to be able to resistant to the influence of globalization.

Literature Review

Character education in Indonesia perceived to considering development of the increases in fighting between students, and forms misbehavior teenagers other especially in large cities, extortion or violence (bullying), more the tendency domination senior to junior, phenomena Bonek supporters, using drugs, and others.

Basic education was held to develops attitudes and skill and provide knowledge and basic skills needed to live in a society. In addition, basic education as a receptacle prepare students in accordance with the requirement to follow secondary education. Basic education is also very important influential to the development of students.

Education in primary school especially in Indonesia held for six years starting from age of six until eleven. Mowesian (2010) suggested that: “Elementary schools usually serve children between the ages of five and eleven years, or kindergarten through sixth grade. Some elementary schools comprise kindergarten through fourth grade and are called primary schools. These schools are usually followed by a middle school, which includes fifth through eighth grades. Elementary schools can also range from kindergarten to eighth grade”. At the age of students taught in various aspects of discipline, skills, and behaving and know the environment. In addition, through education in primary school students expected to socialize good with his friend, teachers, and the community. Because of that basic education very important for learners.

The improvement of the character education of the students in this research can be seen when the students expressing their opinions. The attitudes of discipline are obedient with the rules and respect the time. Honest attitude is shown with friendly and humble mannered behaviour, such as not cheating. Responsibility is shown by behaviour in taking risks that against decisions or answers that have been exposed (Darsono, 2018).

One source of learning in according above criteria is the development of teaching textbooks thematic based on character education. Teaching textbooks had a role as a supplement or supporting books for learners to learn independently without assistance teachers. In addition, teaching textbooks used as appendages source of learning students to book teachers and students book existing.

The development of textbooks chosen were based on learning thematic character education which rests on the theory contextual. In theory contextual learning will meaningful when associated with daily life. Teaching textbooks will be

made possible by showing illustration in daily events containing the character education. In addition, in every the theme lessons also would be related to elements character education. So that there will be reciprocal between learning thematic with character education.

Methodology

Research Goal

Research goal of the present study is to extent of the influence of textbook thematic based character education on thematic learning primary school students at the fourth grade primary school students. The purpose of research is to know learning outcome of textbooks thematic based character education on thematic learning primary school students at the fourth grade primary school students. Based on a common purpose was described as a special purpose, such: (1) know the increase in learning outcomes students when use textbook thematic based character education, (2) described the application and implementation of textbook thematic based character education on thematic learning primary school students at the fourth grade primary school students, and (3) know the strengthening character of students when use textbook thematic based character education.

Sample and Data Collection

The type of research employed in this research is a quasi-experimental research. The purpose of this research is to find out the extent of the influence of Textbook thematic based character education on thematic learning of primary school student. Sample determination was conducted by using simple random sampling technique. The population in this research was all fourth-grade students in State Primary School Mangkubumen Kulon 83 Surakarta and State Primary School Gandekan in the academic year of 2017/2018. The data collection technique employed in this research was test. This test was employed to see the extent of the students' ability to use the knowledge that they have built to learning outcome. The instruments employed in this research were test questions including pre-test and post-test. Data analysis techniques were descriptive statistics and t-test. To perform t-test was by using prerequisite test that was normality test and homogeneity test. Based on the description of the experimental group and the control group, the experimental designs used include "the Matching Only Pretest-Posttest Control Group Design".

Table 1. Research Pretest Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Experimental	Q ₁	X ₁	Q ₂
Control	Q ₁	X ₂	Q ₂

Note:

Q1: pretest in the experimental group and control group

Q2: posttest in the experimental group and control group

X1: use of textbook thematic based character education in the experimental group.

X2: use of textbook thematic conventional in the control group.

In data collection, "The Influence of Textbooks Thematic Based Character Education on Thematic Learning Primary School Student" that was interviews, observation, achievement tests (*pretest-posttest*), student responses, and documentation. Data analysis techniques used are the analysis of qualitative and quantitative data. Analysis of qualitative data derived from the results of the students' responses, while the quantitative data obtained from the results of main field testing; scores of pretest and posttest from students essay writing results as consideration for the improvement of the draft next textbooks. Testing data on main field testing stage design is using *one group pretest-posttest* (Sugiyono, 2015). Furthermore, to determine the significance level the learning textbooks influence before and after the learning, student learning results are, then, tested by using t-test.

Test type used is a choice double with 20 test. About tested by using iteman application, the result is six characterized as easily, ten are classified as being, and four about are categorized difficult. Than twenty about tested is problems that the better used, because it has reliabitas of 0,856. Shows that reliability about greater than the standard reliability that has been set.

Analyzing of Data

For data analyses, SPSS 21.0 Statistical Package Program was used. The items of "The Influence of Textbooks Thematic Based Character Education on Thematic Learning Primary School Student". T-test and analyses of variance were performed in order to investigate whether the scores differed according to the variables. 0.05 was accepted as the significance level in the research. If t_{obs} more than 0.05 so H_0 rejected, whereas if t_{obs} less than 0.05 so H_0 accepted. The counting data use *Independent Sample T-test*.

Results

Data experimental and control study pretest and posttest measured instruments test in thematic learning. The effectiveness test at State Primary School Mangkubumen Kulon 83 Surakarta as experiment class and State Primary School Gandekan as control class with low, moderate and high capability category. This stage is aimed to determine whether this textbooks thematic based character education on learning thematic has positive effect for further quality improvement so that the textbooks is ready to use in learning at primary school

The data of students' result learning which are obtained from pretest and posttest are presented in the following Table 2:

Table 2. The Data of Scores in Experiment Class

Interval	F	
	Pretest	Posttest
00 - 20	0	0
21 - 40	9	0
41 - 60	5	0
61 - 80	16	8
81 - 100	0	22
Total	30	

Based on the table 2 above, the result of students' pretest scores with 30 students shows that the highest score achieved is 75, the lowest score is 35 and the students' mean score is 51,8. The number of students who obtain scores with the range 21 - 40 are 9 students, scores between 41 - 60 are 5 students, and the scores in the range 61 - 80 are 16 students. The result of students' posttest scores with 30 students shows that the highest score achieved is 100, the lowest score is 75 and the students' mean score is 86. The number of students who obtain scores with the range 61 - 80 are 8 students and scores between 81 - 100 are 22 students.

Table 3. The Data of Scores in Control Class

Interval	F	
	Pretest	Posttest
00 - 20	0	0
21 - 40	5	0
41 - 60	19	5
61 - 80	7	22
85 - 100	0	4
Total	31	

Based on the table 3 above, the result of students' pretest scores with 31 students shows that the highest score achieved is 70, the lowest score is 30 and the students' mean score is 52,9. The number of students who obtain scores with the range 21 - 40 are 5 students, scores between 41 - 60 are 19 students, and the scores in the range 61 - 80 are 7 students. The result of students' posttest scores with 31 students shows that the highest score achieved is 90, the lowest score is 50 and the students' mean score is 71,5. The number of students who obtain scores with the range 41 - 60 are 5 students, scores between 61 - 80 are 22 students and scores between 81 - 100 are 4 students.

Based on the reliability matter = 0.856 then the instrument included in the category high Reliable so that the instrument can be used to be tested to the experimental class and control class. Data analysis technique employed in this research is t-test that is done after the normal distribution of data by using Liliefors test and that has homogeneous variances by using T-test. The data obtained in this research are in the form of learning outcome after being taught with the textbook thematic based character education in the experimental class and the conventional textbook learning in the control class. The data of thematic learning capability are obtained from the final test scores (posttest). The results of the final test analysis can be seen from the following table:

Table 4. Experiment and Control Class Values

Class	N	x	S ²	X _{max}	X _{min}
Experimental	30	86	6.706	100	35
Control	31	71,5	6.607	90	30

Based on the Table, it is seen that the average of experimental is 86 and control is 71,5. Standar deviation in eperiment is 6,706 and control is 6,607. Based on it, we can see value in the experiment class is higher than the one in the control class. Before performing the hypothesis test, the learning outcome student's on the thematic learning that has been

obtained are tested in advance to determine the normality and the homogeneity of the data. The results of the final test effectiveness can be seen from the following table 5:

Table 5. Test Effectiveness

No	Testing	Decision	Type	Results	Conclusion
1	Normality	<i>Kolmogorov-Smirnov</i>	Sign.Experimen= 0,86 Sign.Control= 0,53	H ₀ received	Normally
2	Homogeneity	<i>Levene's test</i>	Sign.= 0,884	H ₀ received	Homogeneous

Based on the normality test, the significance value of the experimental class treated with the textbook thematic based character education is 0.86 and the one of the control class is 0.53. Both experimental class and control class have significance value of > 0.05 . Thus, it can be inferred that the value of students' problem-solving distribution by using the textbook thematic based character education is normally distributed. Based on the results of homogeneity test, the students' concept mastery on thematic learning at mean significance level is 0.884 ($0.884 > 0.05$). Thus, it can be concluded that the data come from the population that has a homogeneous variance.

Discussion and Conclusion

The data presented above show that experimental class treated with the Textbook thematic based character education has learning outcome of student's than the one treated with the conventional learning textbook. The data show that the Textbook thematic based character education has a positive influence on the student's learning outcome of thematic learning for fourth-grade students of State Primary School Mangkubumen Kulon 83 Surakarta. In line with the results of this research (Opera & Oguzor, 2011) that "Instructional materials are the audio visual materials (software/hardware) which can be used as alternative channels of communication in the teaching-learning process". Materials teaching is a source of learning in the form of visual and audiovisual that can be used as alternatives on channel of communication in a learning process. It is reinforced by Piaget's constructivist theory emphasizing the importance of students' activities to actively build their own knowledge, such as problem-solving activities, drawing conclusions, and formulating formulas with their own words. Those activities are indispensable for students to build knowledge. Furthermore, improving understanding of the concept and learning outcome of students' capability by using the textbook thematic based character education is due to the students' ability to learn and solve the problems in their own way. The same result is "The character education can be defined as the deliberate us of all dimensions of school life to foster optimal character development (we deliberate effort of entire dimension life at school to help the formation of character optimally" (Buchori, 2015).

Teachers are an important factor in fostering students' interest in solving problems. Karaagac (2017) say teachers believe that doing club activities more effective depends on increasing the spared time, preparing appropriate places, enriching activity types and materials and channeling students to clubs according to their interests and talents. This research proposes that in learning, teachers are part of an effective programming factor and it suggest that students should be able to develop subject matter and building the character student. The development of textbook chosen were based on learning thematic character education which rests on the theory contextual. In theory contextual learning will meaningful when associated with daily life. Teaching materials will be made possible by showing illustration in daily events containing the character education. In addition, in every the theme lessons also would be related to elements character education. So that there will be reciprocal between learning thematic with character education.

The textbook is a book written with the main purpose as a source of reference in learning activities that covers a particular field of science by meeting the rules of writing published scientific papers and disseminated. In addition, the use of the textbooks to assist the teachers in facilitating the delivery of the material which can help the students in the process of learning activities. So that, the students become easier in the process of achieving competence and able to know the learning activities well according to the national values (Sadhono, 2014).

The academic capability of each student is different so that student's reasoning and responses to subject metter are different in which some are fast and some are slow. Therefore, textbook thematic based character education require patience, but this activity allows students to work characteristically and if someone works slowly, many can succeed.

These cases may occur since the students' academic abilities are different from one another, so that their ability to understand material will be different. Thus, there are some improvements to consider namely some of typing errors and lack of thematic learning. The integration of the character education values in the textbook also increases students' encouragement to learn to people with good characters. This is in line with the following definition of character; character is a quality or strength mental or moral, morals or individuals' attitude which is a special personality that leads boosters and actuators, as well as differentiating with other individuals (Hidayatullah, 2010). The textbook being

developed is used as media for teachers and students to create a fun learning and provides opportunities for students to be independently active learners.

Based on the result of research and the one of hypothesis testing, it can be concluded that the textbook thematic based character education has an influence on the learning outcome of fourth-grade students on the thematic learning in State Primary School Mangkubumen Kulon 83 Surakarta in the academic year of 2017/2018. Based on the result of hypothesis test by using Independent Sample Test, it is proved that textbook thematic based character education has an influence on thematic learning with the significance result $0.000 < 0.05$. Thus, it can be inferred that the learning outcome in the experimental class is higher than the one in the control class.

Based on the above conclusions, the researcher gives a little suggestion that may be used as input for the progress and improvement in the field of education. Therefore, the researcher needs to give suggestion so that teachers can use and apply the textbook thematic based character education on thematic learning in order that students do not feel bored or tired in learning. Character student's is one of capabilities that must be supported. Therefore, teachers should be able to improve the result of learning and train strengthen character of students during learning activities.

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