ANALYSIS OF CHARACTER BUILDING CONTENT ON SCIENCE TEXTBOOK OF THE 2013 CURRICULUM AND TEACHERS'S IMPLEMENTATION PERFORMANCES

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Abstract

Implementation of the 2013 curriculum is an attempt to halt the moral decadency of Indonesian youth and to provide legal and systematic baseline on character building through education. Key factor determining the success of the new curriculum in achieving it's grand purpose is the support of a textbook as the most visible and most referred component of a curriculum. The study aims to scrutiny the 2013 curriculum's official science textbook for junior high school and documented the character building indicators contained inside, explicit and implicitly, and observes the learning process to acquire the pattern of it's implementation by the teachers. Any texts, activities, tasks, suggestions, and graphics that will lead to character building contained in the selected chapter of the book were tabulated to be compared with curriculum's objectives. Thus, providing insight to the textbook's congruity on supporting the curriculum's objectives. Classroom learning process is observed to obtain the implementation patterns of the character building attempt by the teacher. This is a descriptive qualitative study. Subjects of the study was selected by purposive sampling technique. Data obtained through documentation and observation technique. Results shows the textbook contained very few material that could help build student's character. The textbook contained only 25% of the character building indicators. The official textbook focused heavily on science subject and doesn't run in accordance with curriculum's purpose on character building. The lack of character building indicators also diminished the textbook's guidance role to help teacher develops a balanced learning between subject matters and character building, as the new curriculum required. Implementation of character building in learning process by inexperienced student teacher shows a striking resemblence with the textbook at 26%. Proving the textbook unreliable as a guidance in developing a balanced learning between subject matter and character building.

Keywords: Textbook Analysis, Indonesian 2013 Curriculum, Character Building

1. INTRODUCTION

Attitude and character building becomes an emerging aspect of education in Indonesia in the past years. There are at least two main reason that awoken people's awareness on the importance of attitude and character building. Press release issued by National Committee of Child Protection reveals chronic moral decadency amongst Indonesian youth, proven by various and frequent misconducts ranging from misbehaving to criminal activities carried out by students (vivanews.com, 2014).

Pundits even speculated that corrupt mentality displayed by government officials are rooted back to the lack of character building from their school days.

In the other hand, tight global competition of the modern world requires skillful future citizen with excellent attitude and sublime character. Indonesian law of national education system stipulated that education system is responsible to build the future citizen in to skillful, knowledgeable generation with outstanding character. The enactment of the 2013 curriculum provides a

legal and systematic baseline for attitude and character building through classroom learning. The new curriculum has shifted the focus of learning objectives toward a balanced proportion of knowledge and attitude building (Muhajir, 2013)

1.1. Key Role of Textbook

New curriculum, especially one which brings drastic changes to the education system is subject to challenges and resistence. Debates and commotions upon the curriculum's enactment have receded, but one question remains, how effective is the curriculum in achieving the grand purpose. Integrating character building in to classroom learning is a new task for Indonesian teacher, as none of the past curriculum requires them to do so. The key component of the curriculum that will help the teacher to devise and deliver a balanced learning between knowledge and attitude building is the textbook. A textbook is the most visible and most referred part of the curriculum with strategic roles as referral and guidance (UNESCO, 2005).

Textbook is an irreplaceable instrument of learning with three main functions, i.e. (1) source of information; (2) organization and direction; and (3) learning guidance (Seguin, 1989). In order to be helpful for teacher and student, a textbook should be compatible with the curriculum and contain all of the curriculum objectives (Schader, 2008). The 2013 curriculum comes with an official textbook for science education in 7th grade of junior high school. The study aims to scrutiny the textbook and documented the character building indicators contained inside, explicit and implicitly. Any texts, activities, tasks, suggestions, and graphics that will lead to character building contained in the selected chapters of the book were tabulated to be compared with curriculum's objectives. Thus, providing insight to the textbook's congruity on supporting the curriculum's objectives on character building.

Preliminary interviews with the teachers involved in this study concludes that textbook is the main reference and guidance for teachers to develops the learning process.

Textbook analysis then continued further with analysis of learning process to documented the attitude and character building implementation in the classroom. Data obtained from both of these analyses will provide a useful information about how well represented the curriculum's character building objectives were in the textbook, and how was the execution and implementation of those objectives in the learning process.

1.2. Character Building in the 2013 Curriculum

The 2013 curriculum dissects learning objectives in to four core competencies (CCs), in which two of the core competencies deal with attitude and character building, i.e. (CC1) spiritual attitude; and (CC2) social attitude. Spiritual attitude are mostly about reminding the students about the almighty God that rules over everything and how human being must forever be thankful and find God in every detail of science. Social attitude teaches the student about superior attitude and character required for social interaction such as honesty, discipline, responsibility, tolerance, teamwork, sympathy, and confidence. Spiritual and social attitude must be integrated in to every subject in the class, as it were considered basic competencies that should be acquired by the student.

2. METHODOLOGY

The textbook analysed in this study is the official 2013 curriculum science education textbook for 7th grade of junior high school. Chapter nine of the book about interaction in ecosystem and environment was selected for analysis due to the topic's high affinity with attitude and character building. Analysis of character building implementation on learning process were also carried on during the topic's sessions. Classroom learning analyses were conducted in one of state junior high school (JHS) in Bandung city. Data obtained from two class, one of the class was held by a senior teacher, and the other was held by student teacher.

This is a descriptive qualitative stufy. The study employed documentation and observation technique to gathers the data. Beforehand, sets of ideal character building indicators have been developed according to

curriculum's objectives. These indicators will serve as research instrument by comparing the textbook content and learning process to the ideal indicators developed.

Textbook analysis was carried on by counting and comparing character building indicators appeared in the textbook with the instrument. Analyisis of learning process followed the same pattern. Observers analyses the learning process and checked the suitable item on the instruments anytime the corresponding indicators showed up. Result will be presented in percentage of actual appearance of character building indicators compared to ideal indicators developed in the instruments.

3. RESULTS AND FINDINGS

Data obtained through documentation study from the textbook and observation of learning process were processed by descriptive statistic. Observation of learning processes were carried on in two different class with different teacher, one was a senior teacher, the other one was astudent teacher. Character building were the aspects analysed from the textbook and learning process. Character building which regulated by the curriculum consists of 8 main attitudes, i.e. (1) Respect and Observe of one's religion; (2) honesty; (3) discipline; (4) responsibility; (5) tolerance; (6) teamwork cooperation; (7) sympathy; and (8) confidence. Eight main attitudes above were represented by 24 indicators in the referral instrument. Data analysis reveals that only 6 out of 24 indicators appeared in the textbook. On the extreme side, none of the spiritual attitude's indicators appeared on the textbook. In general, the representation of character building indicators instructed by the curriculum are very low in science JHS's textbook.

Data were collected through observation technique to reveal the implementation of character building in learning processes. The observation was conducted in two classroom of two different teacher, i.e. senior teacher (observation 1) and student teacher (observation 2). Data analysis of both observations on curriculum's character building implementation are presented on figure 1. Figure 1 illustrates the discrepancy between observation one an two. Observation 1 stands out on indicators representation count and bested observation 2 in every attitude indicators. Confidence is the most implemented curriculum's attitude where it's indicators showed up 52 times. Observation 2 also saw confidence as the highest implemented, but with a lot lower indicators appearance count at 5. Observation 1 score the lowest at honesty attitude where the indicators appeared two times, while the lowest score of observation 2 happened to tolerance attitude with zero indicator appearance.

Comparison between textbook documentation and learning processes observation shows a significant differences. In general, 71% of the attitudes mandated by curriculum were represented in the textbook, where 25% of all of the indicators actually found in the textbook. The illustration is as follows.

Table 1. Analysis of Curriculum's Attitudes Appearance on Textbook

No	Curriculum Attitudes	Indicator Appearance		Total Indicator
		Y	N	
1	Respect and Observe of one's religion	0	2	2
2	Honesty	1	3	
3	Discipline	0	3	3
4	Responsibility	2	1	
5	Tolerance	1	3	4
6	Teamwork cooperation	1	3	4
7	Sympathy	-	-	-
8	Confidence	1	3	4
	Total	6	18	24

Interesting results recorded from the observation of learning processes on the topic of interaction, ecosystem and environment at 7th grade. Curriculum's character building attitudes were very well implemented at observation 1, where the lesson held by senior teacher. Generally all of the curriculum's character building attitude have represented in the learning process. 71% of the curriculum's attitudes indicators were recorded during observation 1. On the contrary, results recorded from observation 2, where the lesson was held by student teacher were very low. Curriculum's character building indicators were implemented at 26% that falls perfectly in to very low category.

4. DISCUSSION

Official science textbook of the 2013 curriculum scored some disappointing results from the analysis. The textbook is supposed to be a guidance for teacher and student as well as subject matter reference. The ideal textbook should contained all of the learning objectives instructed by curriculum. In the case of the 2013 curriculum, learning objectives comprises of core competencies i.e. attitude, knowledge, and skill core competency. Analysis shows that spiritual attitude of core competency one does not represented at all at the book. There were no content material, graphic, task, activities, or suggestion in the textbook that could help builds spiritual attitude of students. The rest of social attitudes from core competency two were also represented at low percentage while discipline attitude was not represented at all. The official science textbook of the 2013 curriculum does not represented the curriculum's will in character building. Assumption can be made that the textbook development for the all new curriculum was just following the old pattern of textbook development. The textbook is just a rejuvenation of the textbooks from previous curriculum. Lack of congruity between the textbook and stated learning objectives will result in low learning outcomes from the student (Wardani, 2010).

Data analysis suggested that inexperienced teacher tend to rely more on the textbook to develop the learning. Data showed strong correlation between character building represented in the book with it's implementation in learning process. This finding could lead to a good result if the textbook runs in accordance with curriculum's objectives. Since the textbook shows poor representation of the curriculum objectives, the learning process delivered by the inexperienced teacher suffers the same fate. In the other hand, observation of experienced teacher comes up with different result. Experienced teacher seems able to implement the character and attitude building learning as the curriculum's obligated despite the lack of supports from the textbook. This result could caused by a better referrencing performance by experienced teacher to curriculum's components aside from textbook. Another factor that can be held accountable is the age factor, which in turn influenced the older teacher to becomes a more of parental figure who advise and offer their wisdoms to the student. Further investigation is required to determine the main factor behind the discrepancy between experienced and inexperienced teacher.

5. CONCLUSION

New paradigm of learning brought by the 2013 curriculum is not adopted by the official textbook issued to support the curriculum. The textbook failed to represent two core competencies stated by the curriculum as learning outcomes out of four total. Spiritual attitude core competency was not represented at all while social attitude was represented in very low percentage. Learning process saw a relitively low percentage of character building with the exception of the learning held by experienced teacher. In general, low representation of curriculum's objectives in the textbook followed by relatively poor implementation in the classroom jeopardise the character building progress intended by the 2013 curriculum's enactment.

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