

A STUDY OF THE REPRESENTATION OF CHARACTER VALUES IN CIVIC EDUCATION TEXTBOOKS : A QUALITATIVE APPROACH

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Abstract

This study aims to analyze the representation of character values in the Civic Education (PKn) textbook for grade VII based on the 2013 Curriculum. A qualitative approach is used to evaluate texts, illustrations, and learning activities in books, which serve as a medium to internalize values such as honesty, responsibility, cooperation, tolerance, and love for the homeland. The results show that character values are represented explicitly through texts and assignments, as well as implicitly through illustrations and case studies. The book uses an activity-based approach that is contextual and participatory, encouraging students to put those values into practice in real life. However, several weaknesses were found, such as the lack of visualization of cultural diversity, the lack of applicative context, and the monotony of learning methods. Recommendations include enriching the context of values through case studies, improved visualization, and integration of interactive learning methods. This research emphasizes the importance of textbooks as a strategic tool in supporting character education to form a generation of characters who are ready to face global challenges.

Keyword: Civic Education, Character Values, Curriculum 2013, Character Education, Textbooks.

INTRODUCTION

Character education is essential to shaping a generation with both intellectual ability and moral integrity. Success in instilling character values not only has an impact on individuals, but also on the life of society, nation, and state. In today's era of globalization, the challenges in building character are increasingly complex, especially with various cultural and technological influences that can influence the behavior and mindset of the younger generation. Therefore, the role of formal education is becoming increasingly important to provide a solid foundation for the formation of students' character. (Fadhillah Quratul 'Aini et al., 2024; Stuart et al., 2024)

In the context of formal education in Indonesia, Civic Education (PKn) plays a strategic role as a subject designed to teach national, moral, and ethical values in accordance with the values of Pancasila. PKn not only teaches students about the rights and obligations of being citizens, but also shapes them into individuals who have a high awareness of social and humanitarian responsibilities. Thus, PKn is an important instrument in realizing the goal of national education, which is to create Indonesian people who have faith, piety, noble character, intelligence, and independence. (Magdalena et al., 2020)

PKn textbooks, as one of the main learning media, have a very important role in supporting the implementation of character education in schools. This book is not only a source of information for students, but also a tool to convey character values that are integrated in learning materials. Through well-designed texts, pictures, case studies, and learning activities, PKn textbooks can help students understand, internalize, and apply values such as honesty, responsibility, cooperation, tolerance, and love for the homeland.

However, the effectiveness of textbooks depends on the clarity and contextualization of the character values they present. Therefore, the study of the representation of character values in the PKn textbook is an important step to ensure that the material presented is not only cognitively relevant but also applicable and contextual to students' lives. Thus, the role of PKn textbooks in shaping students' character can be optimized to support the creation of the nation's next generation with integrity, morality, and readiness to face future challenges. (Wibowo et al., 2021; Cicilia et al., 2022)

Previous studies have shown that textbooks often have weaknesses in the representation of character values. One of the main drawbacks is that character values are often presented explicitly without providing examples or applicative contexts relevant to the student's daily life. For example, values such as

responsibility, honesty, and cooperation may only be mentioned as theoretical concepts without being accompanied by case studies, stories, or activities that help students understand how to apply those values in real-life situations. This can cause students to have difficulty internalizing and relating the material being learned to their own experiences. (Hidayat & Subando, 2024)

In addition, the approach to delivering material in textbooks is also a factor that affects the effectiveness of character education. Material that is presented in a monotonous manner, with long text and minimal illustrations or interactive activities, tends to be less interesting for students, especially in today's digital era. The lack of diversity of delivery methods, such as the use of narrative stories, images, or simulations, can make students lose interest and motivation to learn. As a result, the goal of instilling character values through textbooks becomes less than optimal. (Harisnur & Suriana, 2022)

Another problem is that not all textbooks are designed with the diverse needs and contexts of students in mind. Students come from different cultural, social, and economic backgrounds, so the character values conveyed in the textbook need to be adapted to be relevant and easy to understand by them. These insensitive textbooks can risk making students feel that those values are irrelevant to their lives, making them difficult to apply. (Herwina, 2021)

Therefore, a more in-depth study is needed to analyze the extent to which character values are represented in PKn textbooks, both explicitly and implicitly. This review needs to include an analysis of the text, illustrations, and learning activities presented in the book. With a qualitative approach, research can reveal how character values are designed, conveyed, and accepted by students. The results of this study are expected to provide recommendations for the development of textbooks that are more effective in supporting the formation of student character, so that they are in line with the goals of national education.

RESEARCH METHOD

This study uses a qualitative approach to analyze the representation of character values in the Pancasila and Citizenship Education (PPKn) book for grade 7 published by BS Press. The main data of the research are texts, images, and learning activities contained in the textbook. This research aims to describe how character values such as honesty, responsibility, cooperation, tolerance, and love for the homeland are presented and integrated in textbooks.

Data collection is carried out through document analysis techniques. The textbook is analyzed in depth to identify elements that reflect the values of the character, both explicitly and implicitly conveyed. Each chapter was analyzed as a unit, focusing on textual content, visual elements, and student activities.

The data analysis process in this study consists of three main stages. The first stage is data reduction, which is selecting and filtering information that is relevant to the focus of the research, namely the representation of character values in the textbook. The second stage is data presentation, where the selected findings are arranged in the form of narratives and tables. This presentation is carried out based on certain aspects, such as the theme of the material, the delivery method, and the relationship with the students' daily lives, making it easier for researchers to understand and analyze further data. The last stage is drawing conclusions, which is interpreting the findings to provide a comprehensive picture of how character values are represented in the textbooks being studied. This process aims to ensure that the results of the analysis can answer the research objectives comprehensively.

Data validity is ensured through source triangulation and repeated observations to ensure the accuracy of the results. With this approach, research is expected to contribute to the development of textbooks that are more effective in supporting character education.

RESULTS AND DISCUSSIONS

Identify Character Values Representation

Based on the study of the Civic Education (PPKn) Grade 7 Curriculum 2013 textbook, the character values represented can be clearly identified through the various themes and activities presented. These values include:

1. The Value of Religiosity. The early chapters and other sections of the book emphasize the importance of practicing the values of the One Godhead. This can be seen in the encouragement to carry out their respective religious worship and instill gratitude to God for the independence and integrity of the nation. This value is integrated with historical explanations, such as the process of forming the foundations of the state involving various figures with different religious backgrounds.
2. The Value of Nationalism. This book pays great attention to the spirit of love for the homeland. The representation of nationalistic values can be seen through the introduction of the history of the nation's struggle, state symbols such as Pancasila, and the spirit of maintaining unity in diversity.

3. The Value of Democracy. The book provides learning about deliberation for consensus as a form of practicing the fourth precept of Pancasila. Students are invited to be active in class discussions and understand the importance of respecting differences of opinion.
4. The Value of Tolerance and Diversity. The diversity of ethnicities, religions, races, and inter-groups in the framework of Bhinneka Tunggal Ika is explained in detail. This book encourages tolerance, respect for differences, and acceptance of diversity as the strength of the nation.
5. The Value of Cooperation and Mutual Cooperation. Through the citizenship project, this book emphasizes the importance of mutual cooperation in various aspects of life, both in the school environment and in the community. This reflects the practice of social solidarity values in accordance with the third and fifth precepts of Pancasila.
6. Integrity Values. This book instills the importance of being honest, responsible, and holding a commitment to the rules. This is represented through the explanation of the norms and laws that apply in society.

With an activity-based approach, the PPKn book not only focuses on the cognitive aspect, but also the real attitudes and behaviors of students. These values are not only reflected in the learning material but also in assignments, such as making personal reflections and group projects, which reinforce the internalization of character in the student .(Solihin et al., 2024)

Approach to Delivering Material

The approach to delivering material in the Pancasila and Citizenship Education (PPKn) book for grade VII in accordance with the 2013 Curriculum focuses on activity-based learning. The book is designed to encourage students to be active in the learning process, emphasizing hands-on engagement through a variety of activities such as group discussions, citizenship projects, attitude assessments, and competency tests.

The approach applied includes:

1. Contextual and Reflective. Students are invited to understand the material by relating it to everyday situations. An example is the observation of behavior according to norms and the appreciation of Pancasila values through activities that are relevant to real life.
2. Participatory. This book provides space for students to play an active role, such as in a sociodrama that simulates a BPUPKI or PPKI session, as well as compiling a citizenship project to develop collaborative attitudes and skills.
3. Competency-based. Each chapter is equipped with a clear learning objective, covering aspects of knowledge, attitudes, and skills, in order to form the student's competencies as a whole.
4. Exploratory and Creative. The material is designed to encourage students to seek additional learning resources outside of the book. Teachers are also encouraged to enrich learning with activities that are relevant to the social context and environment of students.

This approach is expected to be able to cultivate the character of students according to the values of Pancasila and increase their participation as active and responsible citizens (Ramdani et al., 2024) .

Relevance to Real Life

The 2013 Curriculum-based Grade VII Citizenship Education textbook is designed to not only provide theoretical knowledge, but also instill character values that are relevant to students' real lives. Activity-based learning, such as those listed in this book, encourages students to practice values such as tolerance, cooperation, discipline, and love of the homeland in daily life.

Through an appreciation of topics such as norms in society, cultural diversity, and Pancasila as the basis of the state, students are invited to understand how these principles are applied in real situations. For example, the attitude of mutual respect in the diversity of ethnicities, religions, and cultures taught encourages students to develop tolerance in the scope of family, school, and society. The emphasis on behavior according to norms also supports the formation of responsible and integrity citizens.

In addition, the citizenship project inserted in the book became a practical means to practice social skills and character values. Projects such as classroom deliberations, mutual cooperation, and decision-making simulations train students to take an active role in their communities and prepare them for the challenges of community life. Thus, the material in this book is not only a reference for formal education, but also as a guideline for life that students can apply in a broader social context.

Diversity of Perspectives and Context Sensitivity

Diversity of Perspectives

The representation of character values in the Civic Education textbook shows that there are efforts to reflect the diversity of perspectives that are in accordance with the plurality of Indonesian society. This book, as part of the implementation of the 2013 Curriculum, serves as a teaching tool that integrates the values of diversity in the context of education. For example, themes such as "Ethnic, Religious, Racial, and

Inter-Group Diversity in the Framework of *Bhinneka Tunggal Ika*" emphasize the importance of tolerance, recognition, and respect for diverse cultural, ethnic, and religious backgrounds. This approach helps students understand that differences are a force in building social cohesion, which ultimately strengthens the nation's identity.

Context Sensitivity

The textbook also shows sensitivity to local and national contexts. The material delivered is designed to be relevant to the real-life situations that students face in their environment, for example the emphasis on social norms, tolerant behavior, and cooperation in diversity. This is in line with the vision of the 2013 Curriculum which is oriented towards the formation of students' character as responsible citizens and able to contribute actively in their communities. The use of concrete examples, such as the importance of mutual cooperation or interreligious tolerance, creates a contextual and relevant learning experience for students. Thus, students not only learn abstract concepts, but also how to apply those values in daily life.

Student Engagement and Active Participation

Outcomes and Discussion: Student Engagement and Active Participation

In Civic Education (PKn) learning, students' involvement and active participation are essential components in the internalization of character values. This book, as designed for the 2013 Curriculum, puts forward an activity-based approach that encourages students to participate in understanding, practicing and promoting civic values.

The active participation of students is seen in several aspects, including:

1. **Citizenship Project.** Students are invited to engage in real-life activities such as group discussions, sociodramas, and individual projects aimed at understanding civic issues. This activity fosters a sense of responsibility and cooperation skills in solving problems in the community.
2. **Reflection Activities.** The book encourages students to assess daily behavior, such as respecting differences of opinion, carrying out deliberative decisions, and behaving politely towards friends and the surrounding community. This reflection becomes a means for students to realize their active role in the community.
3. **Contextualization of Character Values.** Values such as tolerance, nationalism, and social justice are explained through concrete examples that students can find in everyday life. For example, in understanding tolerance, students are given examples of behavior that are in accordance with the norms of a pluralistic society.
4. **Self-Assessment.** The book provides a space for students to evaluate their level of participation, both in learning activities and in the application of Pancasila values. This helps students identify their strengths and weaknesses, as well as motivate them to take a more active role.

With this approach, student involvement is not only cognitive but also involves affective and psychomotor aspects. The result is a student who not only understands the values of citizenship theoretically but is also able to put them into practice in everyday life, creating a generation that is aware and responsible as citizens.

Criticism and Recommendations

Criticism

After analyzing the representation of character values in the *Pancasila and Citizenship Education* (PPKn) textbook for grade VII, there are several aspects that require attention:

1. **Applicable Context.** Some character values such as tolerance, responsibility, and social justice are conveyed explicitly, but are poorly supported by concrete examples or practical applications relevant to students' lives. This can hinder the understanding and internalization of these values.
2. **Limitations of Visualization.** The use of pictures and illustrations in books often does not reflect the cultural diversity and daily life of students, so it does not reflect the concept of *Bhinneka Tunggal Ika* as a whole.
3. **Monotonous Learning Approach.** The book focuses more on individual texts and assignments, with minimal variety of methods such as case studies, simulations, or role-playing that can increase student engagement.
4. **Multicultural Context:** The representation of character values in a multicultural context needs to be improved so that students can understand and appreciate the diversity of the Indonesian nation more deeply.

Recommendations

1. Strengthening the Applicative Context. Textbooks need to add more case studies, scenarios, or short stories that reflect the real situation in the student's environment. For example, how the value of social justice is applied in daily life.
2. Improved visualization. The images and illustrations in the book should be more varied, reflecting the diversity of cultures, religions, and life of the Indonesian people to enrich the learning experience of students.
3. Interactive Learning Methods. Textbooks can be designed with more collaborative activities, such as group discussions, role-plays, or problem-based projects to increase student engagement in learning.
4. Emphasis on the Value of Multiculturalism. Materials that discuss ethnic, religious, racial, and inter-group diversity need to be developed in more detail with an emphasis on the importance of tolerance and cooperation.
5. Preparation of Digital Additional Materials. Textbooks should be equipped with digital-based support materials, such as interactive videos or learning apps, to help students with visual and kinesthetic learning styles.

CONCLUSION

The study of the representation of character values in the Civic Education (PKn) textbook shows that this book plays an important role in supporting the formation of students' character in accordance with the values of Pancasila. This study contributes to educational research by providing detailed insights into how character values are explicitly and implicitly represented in PKn textbooks. Through an activity-based approach, this book integrates values such as honesty, tolerance, cooperation, and love of the homeland in student learning materials, assignments, and activities. A contextual and participatory approach encourages students to understand and practice these values in real life.

However, there are several weaknesses, such as the lack of relevant applicative context, the lack of visualization that reflects cultural diversity, and learning methods that tend to be monotonous. To optimize the role of this book, it is necessary to strengthen the aspects of contextualizing values, increase the diversity of illustrations, and integrate learning methods that are more interactive and relevant to students' lives. With these improvements, PKn textbooks can become a more effective medium in shaping a generation that is characterful, responsible, and ready to face future challenges.

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