

Content analysis of character value indicators in class v textbooks integrated thematic curriculum 2013 theme 7 subtheme 1

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Abstract: This study aims to analyze the material's content in thematic textbook curriculum 2013 class V theme 7 events in life in subtheme 1 event of the colonial mass nationality that contains indicators of character value in it. This research uses a qualitative approach. The type of research used is a content analysis using document studies. The subject in this study is the researcher himself. The objects used in this study are student books and curriculum teacher books 2013 revised edition 2017 grade V theme 7 events in life. The data obtained will be analyzed descriptively qualitatively with the content analysis method. The results of analysis of this study showed that the character values encountered in the integrated thematic textbook curriculum 2013 class V theme 7 subtheme 1 national events of the colonial period are fond of reading, hard work, curiosity, creativit, love of the homeland, independent, honest, democratic, tolerance, responsibility, discipline, national spirit, and friendly/ communicative. The analysis of the contents of the integrated thematic book material curriculum 2013 is expected educators can be more competitive and have innovations in designing learning that is able to implement character values in every learning activity for students.

Keyword: Content Analysis, Thematic Textbook, Character Values, Curriculum 2013

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INTRODUCTION

Curriculum 2013 is one of the benchmarks of the curriculum applied in Indonesia. However, this curriculum still has some problems so revisions are carried out. Curriculum changes began in the curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, curriculum 2004, Curriculum Level Unit Education (KTSP), curriculum 2013, and curriculum 2013 revisions to date are still in use (Iramdan & Manurung, 2019). The changes were made to improve and correct the errors that occurred in the implementation of the previous 2013 curriculum (Bahrun, Nuraini & Khuluqo, 2021; Trio Gusti Mardhika, 2021). This can positively influence on education in a more advanced direction (Rijal, 2018). The results of improvements from the revised 2013 curriculum have been implemented gradually in schools including elementary schools.

Curriculum 2013 in elementary school is a curriculum developed to improve learners' learning. This development affects curriculum changes, both in the direction of better and worse for the quality of Education (Saffina et al., 2020). Quality of quality education is one of them by improving human resources (Yuhansil, 2020). Creating it is required for students to think critically, structured, creative, skilled, able to solve problems, and the existence of character education highlighted (Rahmania, 2021). This is closely related to one of the learning resources in the 2013 curriculum.

One of the learning resources in the 2013 curriculum is the 2013 curriculum textbook. This textbook is known for its thematic books which are divided into two, ; student books and teacher books (Prastitasari et al., 2018). Books as teaching materials containing material information at the education level to achieve basic competencies (Nurmaulia et al., 2020). The thematic book used in elementary schools is the thematic book curriculum 2013 revised edition 2017. this book, integrates several subjects into one theme and are further divided into several subthemes (Latifah & Permatasari, 2020). Not only that, thematic books contain the values of character education. This is certainly aimed at developing the character values of students.

Curriculum 2013 Student's Character Value

Each individual has a different character. Character is a characteristic, habit, or characteristic that distinguishes each individual (Budiarto, 2020). The character can be developed through education. Schools that have character education will be a place of creating character learning to grow well (Astuti et al., 2020). Government Regulation No. 87 Article 3 of 2017 designed the strengthening of student character education which include 18 characteristics, namely (1) religious; (2) honesty; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) the spirit of nationality; (11) love of the motherland; (12) appreciate achievements; (13) communicative; (14) peace-loving; (15) Love to read; (16) care for the environment; (17) social care; and (18) responsibilities (Iswantiningtyas & Wulansari, 2018). These character values must be present in character education in the 2013 curriculum.

Learners have traits or dispositions that are instilled by the school environment through character education. The school has implemented an integrated education in character education that can optimize cognitive, social, physical, skill, and spiritual development (Suwartini, 2017). The cultivation of character values will be implemented in the learning that has been formulated and prepared in the learning implementation plan (Sulianti et al., 2020). character education has an essential role in cultivating character, both nature, attitude, and noble behavior that becomes a handle for self-development (Saleh, 2017). This is a challenge for educators to develop and instill the character of learners in the learning process in elementary school.

The character growth in the 2013 curriculum in students can be taught through character education. Character education is important in developing aspects of elementary school learner attitudes (Rachmadyanti, 2017). This is done to improve the quality of

human resources for the betterment of the nation (Harahap, 2018). In realizing it, it is carried out in the learning process through assignment activities and learning practices so that character values can be implemented (O. N. Putri & Hudah, 2019). It shows the success of learners in shaping their personality through the learning process.

Learning on Elementary School Integrated Thematic Books

Learning can occur due to the reciprocal process between educators and learners. In education, learning patterns can invite students to develop knowledge and skills (Munadi et al., 2021). This can be improved through thematic learning. Thematic learning is curriculum learning 2013 use themes tailored to the learning material by preparing the character values of students (Pramasanti et al., 2020; AH & Mukhtar, 2021). An integrated thematic learning approach combines competencies from various themes into several subthemes on each topic of the learning material (Dita et al., 2021). Educators design this thematic learning to achieve the expected learning goals. The presence of educators supports the success of learning. Educators have professional knowledge and abilities to implement of their duties and obligations (Sulfemi, 2020). Increasingly professional educators need new knowledge and technology (Octavia, 2019). However, educators also have difficulties in their roles, both in the role of teaching and research conducted, because they are limited by time (Lei et al., 2021). Educators can provide learning materials and moral values to produce the nation's next generation (Illahi, 2020). In this case, it is related to the way educators design learning and provides subject matter to students in schools.

Educators as learning agents must be ready to face change and of course must keep up with the times. That way, educators must continuously update and develop their knowledge. Innovative educators can deliver learning materials that are interesting, creative, clear and easy to understand by students (Pebrianti, 2019). Each lesson material the educator presented was one of the sources of a unified book of thematics published by the government. Not only that, the delivery of materials using media and u the environment can attract attention and motivate students in learning (A. Putri et al., 2020). However, not all teachers can be active and have competence in designing learning. In designing learning, of course, educators must analyze the material's content in the thematic curriculum book 2013 revised edition 2017.

Content analysis is needed to determine the character value indicators in the integrated thematic book curriculum 2013 revision 2017. Rosilia & Yuniawatika (2020) also argues that an important step can be taken to develop character values by conducting content analysis (Rosilia et al., 2020). This can help the learning process to run optimally if the educator knows the content of the material that wants to be given to students.

Based on the study's results, it has been explained that in the integrated thematic class V book the 2013 curriculum contains the character values of the 2013 curriculum. This can make a positive contribution for learners to grow and develop their character. In another study, it was explained that in the book of thematic class V students curriculum 2013, especially the IPS subject matter contained indicators of the character of the national spirit. As for the research that researchers will do have updates that can complement previous research. The update of this study is found indicators of character values in the integrated thematic class V curriculum 2013 on the theme of 7 subtheme 1 in each subject matter. The purpose of this study is to analyze the content of the material in the thematic textbook curriculum 2013 class V theme 7 events in life in subtheme 1 event of the colonial mass nationality that contains indicators of character values.

METHODS

Research Design

This research uses a qualitative approach. The type of research used is content analysis using document studies. Document study is a type of research whose data collection is obtained from the results of the analysis of documents (Rachman et al., 2021). The document analyzed in this study is an integrated thematic book curriculum 2013 revised edition 2017 class V theme 7 subtheme 1 on the events of the nationality of the colonial period.

Research Procedure

This qualitative research has three research procedures (Sugiyono, 2007), namely as follows: 1) Description stage or orientation stage. In this stage, researchers look for problems from phenomena in elementary schools related to thematic learning. Researchers recorded the information so that it was found that one of them in the integrated thematic textbook curriculum 2013 contained 18 character values. However, existing character values cannot be applied optimally by educators in learning; 2) This reduction stage requires the researcher to reduce the information obtained in the first stage by focusing it. The integrated thematic textbook curriculum 2013 has a wide variety of books consisting of class I to class VI textbooks. Each class has a variety of themes. This research focuses integrated thematic class V textbook curriculum 2013; 3) The selection stage is the last stage. Researchers can outline the focus of the study more deeply. For integrated thematic class V textbooks the 2013 curriculum has 9 themes. Researchers chose to focus on the theme of 7 subtheme 1, which has 6 learnings and each subject has a highlighted character.

Subject dan Object of Research

The subject in this study is the researcher himself. Researchers will include data in rubik's analysis compiled based on theoretical foundations related to character values. While the objects used in this study are student books and curriculum teacher books 2013 revised edition 2017 grade V elementary school theme seven events in life.

Research Instruments

The main instrument used in this research is the researcher himself (human instrument). This is because the researcher played a vital role as an observer in this study. This research was conducted by analyzing the contents of documents in the form of student books, and curriculum teacher books 2013 revised editions of 2017 grade V elementary school theme seven events in life in subtheme one events of the colonial mass nationality. In addition, other supporting data are journals, articles, and previous research that has relevance to strengthen arguments and complete research results.

Data Analysis

The data obtained will be analyzed descriptively qualitatively with the content analysis method. Data collection is carried out by several steps in the analysis of the contents, namely (1) the data obtained is collected; (2) determine the data source; (3) record the results of the analysis carried out using the data obtained; (4) the data that has been analyzed can be reduced; (5) draw conclusions; (6) the final results of the analysis of the obtained data can be clearly described (Krippendorff, 2013). The results of the data analysis were carried out by describing the character values contained in the content of

the material in the integrated thematic book curriculum 2013 revised edition 2017 grade V elementary school theme seven events in life in subthema 1 of the national colonial event.

TABLE 1. *Indicators of the character value aspect*

No	Aspect	Indicator
1.	Religious	a. Obedient attitudes and behaviors carrying out religious teachings b. Tolerant of the implementation of other religious worship c. Living in harmony with followers of other religions
2.	Honesty	Behavior that can always be trusted in words, action, and work
3.	Tolerance	a. Attitudes and actions to respect the differences of other religions b. Attitudes and actions to respect the actions of others c. Attitudes and actions to respect other tribal and ethnic differences
4.	Discipline	a. Orderly behavior on various terms and regulations b. Behavior complying with various provisions and regulations
5.	Hard Work	a. Trying to overcome learning barriers and tasks b. Complete tasks as well as possible
6.	Creative	a. Thinking of coming up with an idea b. Come up with a new way or result
7.	Independent	a. Attitude is not easy depending on others b. Behavior is not easy depending on others.
8.	Democratic	A way of thinking, behaving, and acting that assesses the equal rights and obligations of himself and others
9.	Curiosity	Attitude and action always seeks to know more deeply and widely than the material it observes
10.	National Spirit	a. A way of thinking and acting that puts the interests of the nation and state above the interests of the self and its group b. An insightful way that puts the interests of the nation and state above the interests of themselves and their groups
11.	Love of the Motherland	a. A way of thinking, behaving, and acting that shows loyalty, concern, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment
12.	Appreciate Achievements	a. Attitudes and actions produce ideas / works that are useful to society b. Attitudes and actions acknowledge the success of others c. Respecting the success of others
13.	Friendly/ Communicative	a. Nice to talk to others b. It's nice to hang out with others c. It's nice to work with others
14.	Peace Love	Attitudes, words, and actions that cause others to feel happy and safe in their presence
15.	Love to Read	a. Habits make time to read various readings b. Mindfulness provides time to read various readings
16.	Environmental Care	a. Work to prevent damage to the natural environment b. Efforts to repair the damage of nature
17.	Social Care	Attitude and action always wants to give help to others and communities in need
18.	Responsibility	Duties and obligations to oneself, society, the environment (natural, social, and cultural), the state, and GOD

(Hidayah, 2015) (Adi, 2018)

RESULT

The 2013 curriculum learning process applied to elementary school emphasizes cognitive, psychomotor, and affective aspects. Of the three aspects, the main one is the affective aspect. The affective aspect becomes one of the essential aspects in thematic learning in elementary school (Istiqomah & Prihatnani, 2019). Thematic learning in elementary schools uses an integrated thematic textbook curriculum 2013 consisting of student and teacher books. Thematic textbooks are a source of learning and teaching materials used by educators and learners. In this thematic textbook there is also a learning content that is integrated in the educational values of the character of learners. The value of character education contained in the content of the learning material is used to form the character of learners.

TABLE 2. Lesson content in learning activities

No	Learning	Lesson Content
1.	Learning 1	Science, Bahasa, and Social Sciences
2.	Learning 2	Bahasa, Science, and Art, Culture, and Craft
3.	Learning 3	Civic Education, Social Sciences, and Bahasa
4.	Learning 4	Civic Education, Social Sciences, and Bahasa
5.	Learning 5	Art, Culture, and Craft, Bahasa, and Science
6.	Learning 6	Bahasa, Civic Education, Art, Culture, and Craft

TABLE 3. Description of the Character Value Indicators

Aspects	Indicators	Description
Curiosity	Attitudes and actions always seek to learn more deeply and widely than the material they observe.	Students are trying to explore the information / reading of the driving factors of ocean exploration, the events of the arrival of western nations to Indonesia, and the properties of objects
Love To Read	Habits and awareness provide time to read various readings	having habit and awareness to read about the driving factors of ocean exploration and the properties of objects
Hard Work	<ul style="list-style-type: none"> Trying to overcome learning barriers and tasks Complete tasks as well as possible 	Completing tasks about the events of the arrival of Western Nations to Indonesia based on previous reading texts, making assumption sentences, making review texts, making gold, gospel, and glory meanings and giving opinions on 3G mottoes, completing the results of experiments 1, 2, 3 about the differences in the nature of the form of objects
Creative	<ul style="list-style-type: none"> Thinking of coming up with an idea Come up with a new way or result 	Thinking and generating ideas to fill out the text review of the Events of the Coming of the West, write opinions about the motto of 3G and interpret it, resulting in the way of experiments 1, 2, 3 on the difference in the nature of the form of things
Friendly/ Communicative	Happy to talk, hang out, and work with others	collaborating by completing group discussion tasks, conducting presentations, and conducting experiments on the Event of the Arrival of Western Nations to Indonesia and the differences in the nature of the form of objects
Democratic	A way of thinking, behaving, and acting that assesses the equal rights and obligations of himself and others	Assessing the background behavior of Europeans with Indonesian cultural values

TABEL 4. *Description of the Character Value Indicators*

Aspect	Indicators	Description
Love To Read	Habits and awareness provide time to read various readings	had the habit and awareness to read about the text of events during the British and Dutch colonial reigns, as well as changes in the form of objects
Hard Work	<ul style="list-style-type: none"> • Trying to overcome learning barriers and tasks • Complete tasks as well as possible 	Completed the task of comparing the implementation of British colonial rule with the Dutch; solving problems related to the driving factors of European exploration, summarizing the events of the formation of the VOC, and the condition of the Indonesian people during the implementation of forced cultivation; answer questions about changes in the form of objects and conduct experiments by designing experiments on melting, freezing, and evaporating events; explained the content of the song "Seduction Pulau Kelapa"
Curiosity	Attitudes and actions always seek to know more deeply and widely than the material they observe	Students tried to explore the information / readings of the British and Dutch colonial governments more; analyzing the material of the driving factors of European exploration, summarizing the events of the formation of the VOC, and the condition of the Indonesian people during the implementation of forced cultivation; analyzing the living conditions of the colonial period with the present conditions; and find out the objects around us that can change shape due to heat transfer
Democratic	A way of thinking, behaving, and acting that assesses the equal rights and obligations of himself and others	Students presented assignments on the driving factors of European exploration, summarizing the events of the formation of the VOC, and the condition of the Indonesian people during the implementation of forced planting which was then assessed by other learners and the results of the presentation
Creative	<ul style="list-style-type: none"> • Thinking of coming up with an idea • Come up with a new way or result 	Think and come up with ideas to design experiments about the change of the form of objects so as to produce the way events melt, freeze, and evaporate
Love of the Motherland	Ways of thinking, behaving, and doing that show loyalty, concern, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment	Sang the song Seduction of Kelapa Island as a form of loyalty, concern, and high appreciation towards the Indonesian nation

The 2013 curriculum in elementary schools uses an integrated thematic textbook consisting of several themes containing learning materials. The integrated thematic textbook class V elementary school for the second semester consists of four themes, namely themes 6, 7, 8, and 9. Each theme has a focus on developing character values. The characters in focus will be observed and analyzed. The theme that will be analyzed in the content of the material that has character value is the theme of 7 events in life in Subtheme 1 of the national events of the colonial period. The distribution of materials for each learning activity is different. As for rubik's content of lessons on the theme of 7 subthemes 1 of the national events of the colonial period, which can be seen in the following Table 2.

TABLE 5. *Description of the Character Value Indicators*

Aspect	Indicators	Description
Love To Read	Habits and awareness provide time to read various readings	Provide habits and awareness to read about the forced planting system of the Dutch colonial government, the events of resistance to the Portuguese, and socio-cultural diversity in Indonesia and the factors that cause the diversity of the Indonesian nation
Hard Work	<ul style="list-style-type: none"> • Trying to overcome learning barriers and tasks • Complete tasks as well as possible 	Complete the task by searching for raw vocabulary and uptake words and looking for the meaning of the word; answer questions about forced planting; fill in the column p 35 information according to information from the reading "Events of Resistance to the Portuguese"; as well as the struggles of the figures on p. 36 and presenting according to the tables available in the book; make names, tribes, residences, regional languages, arts a special feature, and self-portraits of learners
Discipline	Orderly behavior and compliance with various provisions and regulations	Learners are orderly and obedient to the teacher's instructions in making tasks by interpreting raw words and uptake words according to the KBBI dictionary; write down the distribution areas of the tribes by filling in according to the thematic map on page 42
Curiosity	Attitudes and actions always seek to know more deeply and widely than the material they observe	Students are trying to dig deeper into the information / readings on the text of the Indonesian people's reaction to colonial rule; shown and provided some pictures of the figures and regions that led the resistance against the Dutch page 36
Tolerance	Attitudes and actions to respect other tribal and ethnic differences	Attitudes and actions to appreciate tribal differences by asking and writing down the distribution areas of the tribes; and show mutual respect for differences in taste and ethnicity

Based on the results of data analysis that has been carried out in this study, it is known that there are aspects of character value contained in each learning activity in the integrated thematic textbook curriculum 2013 revised edition 2017 class V theme 7 events in life in subthema one of the national colonial event. In the learning activities in class V, material has contained the character of the 2013 curriculum that is instilled in students. The following are the results of the analysis of character values in the integrated elementary school thematic textbook class V theme seven subtheme one on the 2013 curriculum.

Character Education Values in Learning Activities 1

Learning one has three lesson content that are integrated into one learning activity. The content, namely Science, Bahasa, and Social Sciences. this one learning also has some learning activities, namely let's read, let's practice, let's discuss, let's try, let's write, and let's reflect. Each learning activity contains character values that are instilled and developed. These characters' values are curiosity, fondness for reading, hard work, creativity, friendly/communicative, and democratic.

TABLE 6. *Description of the Character Value Indicators*

Aspect	Indicators	Description
Love To Read	Habits and awareness provide time to read various readings	Provide the habit and awareness to read about the time of the National movement, radical, moderate; the 1928 youth oath; and factors of ethnic differences
Independent	Attitudes and behaviors are not easy depending on others	Learners answer questions independently related to the text of the national movement period, radical, moderate; and express his opinions on attitudes and behaviors that show the practice of the values of the youth oath
National Spirit	A way of thinking, behaving, and doing that puts the interests of the nation and state above the interests of themselves and their groups	Applying attitudes and behaviors that demonstrate the practice of youth oath values
Hard Work	<ul style="list-style-type: none"> • Trying to overcome learning barriers and tasks • Complete tasks as well as possible 	Completing tasks about internal and external factors that trigger the emergence of a sense of Indonesian nationality, answering 5 questions related to the movement period; filled out columns related to Dr. Soetomo during the National movement; complete the task of discussion about the influence of the state of Indonesian society during the emergence of a sense of nationality in the present; find a raw and non-raw vocabulary in the text of the 1928 youth oath and look for the meaning of the word; discuss the importance of using the term "Indonesia" for the struggle of the Indonesian nation and the relationship with the process of movement of the Indonesian nation; fill in page 55 of the distinguishing elements of the ethnic group; Find out the identity of the tribe of one of the friends; conduct interviews to understand the diversity that exists in the environment where students live; and fill out content tables about the role of youth in the history of the nation, especially during the National movement
Curiosity	Attitudes and actions always seek to know more deeply and widely than the material they observe	Students try to dig deeper into information/readings and images so as to get to know national figures who can be role models; youth oath 1928; factors trigger the emergence of a sense of Indonesian nationality; the development of Indonesian society at the time of the emergence of a sense of nationality that occurred in various areas of life; factors causing ethnic differences (Language, customs, kinship system)
Tolerance	Attitudes and actions to respect other tribal and ethnic differences	Attitudes and actions appreciate the differences of the tribe of friends by finding out their identity
Responsibility	Duties and obligations to oneself, society, environment, and the state	Duties and obligations to oneself and the state to practice the values of youth oath in everyday life

TABLE 7. *Description of the Character Value Indicators*

Aspect	Indicators	Description
Love To Read	Habits and awareness provide time to read various readings.	Provide the habit and awareness to read about the impact of the events of the 1928 youth oath and the events of condensing and sublimating
Hard Work	<ul style="list-style-type: none"> • Trying to overcome learning barriers and tasks • Complete tasks as well as possible 	Completed the task of creating a 60-page text review, filling out the 61-page concept map based on the reading "Impact of the 1928 Youth Oath Event"; answering questions related to the song "Indonesia Raya" (nasa, tempo, lyrics, song flavor, da nisi song); answer 7 questions to understand the events of condensing and sublimating; designing experiments to show condensing and sublimating events
Creative	<ul style="list-style-type: none"> • Thinking of coming up with an idea • Come up with a new way or result 	Thinking and generating ideas to bring up and channel the content of his thoughts about the impact of the events of the 1928 youth oath
Curiosity	Attitudes and actions always seek to know more deeply and widely than the material they observe	Students try to dig deeper into the information / readings of Indonesia Raya songs so that they can answer questions related to tone, tempo, perceived and explain the content of the song; find out the events condense and sublimate to answer the question page 66; conduct experiments of condensing and sublimating events
Love of the Motherland	Ways of thinking, behaving, and doing that show loyalty, concern, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment	Singing the song Indonesia Raya as a form of loyalty, care, and high appreciation for the Indonesian nation
Responsibility	Duties and obligations to oneself, society, lingkungan, and the state	Students and teachers are obliged to sing the song Indonesia Raya; expressing attitudes and behaviors in everyday life that demonstrate the values of harmony in life
Friendly/ Communicative	Happy to talk, hang out, and work with others	Work with completing group discussion tasks, conducting presentation, conducting experiment on condensing and sublimating events

Character Education Values in Learning Activities 2

The second learning has three lesson content integrated into one learning activity. The content, namely, the content of Bahasa, Science, and Art, Culture, and Craft. In this one learning also has several learning activities, namely let's read, let's practice, let's discuss, let's try, let's sing, and let's reflect. Each learning activity contains character values that are instilled and developed. The values of these characters are fondness for reading, hard work, curiosity, democracy, creativity, and love of the homeland.

Character Education Values in Learning Activities 3

The third learning has three lesson content that are integrated into one learning activity. The content, namely Civic Education, Social Sciences, and Bahasa. In this one learning also has several learning activities, namely let's read, let's practice, let's write, let's discuss, and let's reflect. Each learning activity contains character values that are

instilled and developed. The values of these characters are fond of reading, hard work, discipline, curiosity, and tolerance.

TABLE 8. *Description of the Character Value Indicators*

Aspect	Indicator	Description
Love To Read	Habits and awareness provide time to read various readings	Provide the habit and awareness to read about the text of the Indonesian Women's Congress, efforts to develop and preserve national culture
Hard Work	<ul style="list-style-type: none"> • Trying to overcome learning barriers and tasks • Complete tasks as well as possible 	Completing the task of finding raw and non-standard vocabulary in the text of the Indonesian Women's Congress and looking for meaning according to KBBI; answer various questions related to the tone, tempo, lyrics of the song reflecting the values of love of the motherland, and the content of the song on the song "My Homeland"; fill out tables according to opinions related to efforts to develop and preserve National culture; note the diversity of ethnicities and cultures around the residence; and the role of women today
Curiosity	Attitudes and actions always seek to know more deeply and widely than the material they observe	Students try to dig deeper into the information / readings of the Indonesian Women's Congress, efforts to develop and preserve national culture
Love of the Motherland	Ways of thinking, behaving, and doing that show loyalty, concern, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment	Singing the song "My Homeland" is a way of thinking, behaving, and acting that shows loyalty, care, and high appreciation to the Indonesian nation
Independent	Attitudes and behaviors are not easy depending on others	Learners answer questions asked by teachers related to national cultural readings
Honest	Behavior that can always be trusted in words, actions, and work	Teachers emphasize honesty in everything that is said to be done by students related to the implementation of the values of youth vows and diversity in Indonesia
Tolerance	Attitudes and actions to respect other tribal and ethnic differences	Learners appreciate the differences in diversity of different ethnicities and cultures
Responsibility	Duties and obligations to oneself, society, lingkungan, and the state	Duties and obligations to oneself as a woman and the role of Indonesian women in the national movement efforts

Character Education Values in Learning Activities 4

The fourth learning has three lesson content that is integrated into one learning activity. The content, namely Civic Education, Social Sciences, and Bahasa. In this one learning also has some learning activities, namely activities do you know, let's practice, let's write, let's discuss, let's read, let's try, and let's reflect. Each learning activity contains character values that are instilled and developed. The values of these characters are fondness for reading, independence, national spirit, hard work, curiosity, tolerance, and responsibility.

Character Education Values in Learning Activities 5

The fifth learning has three lesson content that are integrated into one learning activity. The content, namely Art, Culture, and Craft, Bahasa, and Science. In this one learning also has some learning activities, namely let's read, let's discuss, let's write, let's sing, let's try and let's reflect. Each learning activity contains character values that are instilled and developed. The values of these characters are fondness for reading, hard work, creativity, curiosity, love of the homeland, responsibility, and friendly / communicative.

Character Education Values in Learning Activities 6

The sixth learning has three lesson content integrated into one learning activity. The content, namely the Bahasa, Civic Education, Art, Culture, and Craft. In this one learning also has several learning activities, namely let's read, let's write, let's sing, let's sing, let's discuss, do you know, let's practice, and let's reflect. Each learning activity contains character values that are instilled and developed. The values of these characters are fondness for reading, hard work, curiosity, love of the homeland, independence, honesty, tolerance, and responsibility.

Based on the analysis conducted on each learning activity in the integrated thematic book curriculum 2013 revised edition 2017 grade V elementary school theme 7 events in life in subtheme 1 national events of the colonial period found aspects of character value in each learning activity. In subtheme one, six learning activities contain contain the content of Civic Education, Bahasa, Social Sciences, Science, Art, Culture, and Craft. Learning 1 contains six character values, in learning 2 contains six character values, in learning 3 contains four character values, in learning 4 contains seven character values, in learning 5 contains seven-character values, and in learning sixcontainseight-character values. Each learning activity contains a character value determined by the character indicator so as to produce a description of the content of the material that has been analyzed by the researcher. The following is presented a table of aspects of character values contained in the content of the lesson in each learning activity.

TABLE 9. *Aspects of Character Value in Every Learning*

Learning	Character Value Aspect	Lesson Content
1	Curiosity, love to read, hard work, creativity, friendly / communicative, and democratic	Science, Bahasa, Social Sciences
2	Fond of reading, hard work, curiosity, democratic, creative, love of the homeland	Bahasa, Science, and Art, Culture, and Craft
3	Fond of reading, hard work, curiosity, discipline of tolerance	Civic Education, Social Sciences, and Bahasa
4	Fond of reading, independent, national spirit, hard work, curiosity, tolerance, responsibility	Civic Education, Social Sciences, and Bahasa
5	Fond of reading, hard work, creative, curiosity, love of the homeland, responsibility, friendly / communicative	Art, Culture, and Craft, Bahasa, and Science
6	Fond of reading, hard work, curiosity, love of the homeland, independent, honest, tolerance, responsibility	Bahasa, Civic Education, Art, Culture, and Craft

Based on the results of the analysis of aspects of character values contained in the integrated thematic book class V Theme 7 events in the life of subthema 1 national events of the colonial period, it can be concluded that not all 18 aspects of character value are contained in the thematic books from learning 1 to learning 6. The character values obtained after analyzing the integrated thematic textbook curriculum 2013 revised edition 2017 is fond of reading, hard work, curiosity, creative, love of the homeland, independence, honesty, democratic, tolerance, responsibility, discipline, national spirit,

and friendly / communicative. Characters like to read is a character that appears as a form of passion for information in the form of reading (Priasti & Suyatno, 2021). The character of hard work is an effort made sincerely and as much as possible to achieve the desired result (Mirhan & Kurnia, n.d., 2016). Curiosity is a character that is possessed from birth as a form of ability that arises due to wanting to know new things that have not been learned or known (Citra Ningrum et al., 2019). Creative characters are characters who can create (Setyowati & Widana, 2016). The character of love of the homeland becomes one of the characters of the country's defense which is used as the implementation of rights and obligations for every citizen (Sari, 2017).

Character values are contained in the following learning content. Independent characters are accustomed to solving their problems and do not take other people's help for granted (Wulandari et al., 2018). Honest character is the character of what is who speaks and acts in accordance with reality and conscience to become a trustworthy person (Raihanah, 2017). Democratic character shows mutual respect, transparent and open attitude in deliberation, rights and obligations, have the same values and obey the rules (Dini, 2018). The character of tolerance is one of respecting differences and upholding cooperation (Sri et al., 2017). The character of responsibility is the character who has an obligation in action for life to be peaceful, peaceful, and disciplined (Rustam, 2016). A Disciplined character must obey in following the rules (Supiana et al., 2019). The character of national spirit is a character that prioritizes the interests of the nation/state over personal and group interests (Hasanah, 2019). A Friendly/communicative character is a character that can cause good relations with others without holding SARA (Sunariyadi & Yuni Andari, 2021). The cultivation of character values was found in accordance with the theme of 7 subtheme one of the national events of the colonial period because the content of the integrated thematic textbook curriculum 2013 revised edition 2017 describes or describes various activities of learners carried out in daily life.

DISCUSSION

In this study, it was found that the content of learning materials can develop the learners' abilities. Educators must be able to analyze the content of class V learning materials on theme seven subtheme one about the material of national events during the colonial period. By analyzing the material's content, educators can understand what they want to teach, and learners can learn the material (Magdalena et al., 2020). The content of learning materials is contained in teaching materials prepared by educators. The availability of teaching materials in accordance with curriculum demands, learning target characteristics, and demands for learning problem solving are challenges that educators need to face (Menyongsong & Industri, 2021). The content will be analyzed to develop the character values contained and processed in the learning activities of learners in the integrated thematic learning curriculum 2013 (Qutni, 2018). Thematic learning in elementary school uses textbooks to guide the learning process of developing character values.

One of the 2013 curriculum emphasizes strengthening and developing character values in the learning process. The development of existing character values is tailored to material knowledge and skills (Wahyudin, 2020). The thematic learning materials used today associate developed character values with things in real life (Fatmawati & Sudiyana, 2021). Character education is applied in the learning process involving students acting as a learning center through various activities (Astutik et al., 2021). This reflects that character education conducted by elementary schools needs to be managed again by educators by analyzing the material's content.

Based on the analysis of character value indicators in the integrated thematic textbook curriculum 2013 revised edition 2017 conducted. So, the character values that arise are fondness for reading, hard work, curiosity, creativity, love of the homeland, independence, honesty, democratic, tolerance, responsibility, discipline, national spirit,

and friendly / communicative. The value of this character who hopes to give birth to generations of advanced nations (Arrifa & Zulfiati, 2021). Content analysis is used to test the integration of material content in learning in elementary school.

The content of the material becomes an important thing that concerns the content of the learning to be delivered. One of the ways character values can be developed in the learning process is by integrating character values in learning activities (Ikawati et al., 2018). In the book, learning activities are used to cultivate good character values for the future (Ridwan & Mudiono, 2017). Character cultivation in learning activities requires curriculum, teaching materials, methods, media, and technology to convey information and guide student learning (Sari et al., 2017). That way, educators need to design learning in such a way by analyzing the content of the material in student books and teacher books that are integrated with character education values to improve the quality of learners.

CONCLUSION

The results of the analysis on this study showed that the character values encountered in the integrated thematic textbook curriculum 2013 class V theme seven events in life in subtheme one of the colonial national event, it can be concluded that the teacher's book and student book theme seven subtheme one colonial national event contains thirteen character values that are appropriate to the characters in the 2013 curriculum. The thirteen character values are fond of reading, hard work, curiosity, creativity, love of the homeland, independence, honesty, democratic, tolerance, responsibility, discipline, national spirit, and friendly/communicative. These character values are integrated in one subtheme on the learning content of Science, Indonesian, Social Sciences, Civic Education, and Art, Culture, and Craft in each learning 1 to 6. In each learning contains activities that can bring up the values of character education. These activities include let's read, let's write, let's discuss, let's practice, let's try, do you know, let's sing, and let's reflect. The content of character values in each learning activity aims to instill good moral values in elementary school students so that they can have a good attitude in words, deeds and can become good citizens.

The use of integrated thematic class V textbooks curriculum 2013 integrated 2013 curriculum character values contained in thematic learning has limitations in understanding, designing the learning that teachers do, and teaching teacher skills are obstacles. That way, the analysis of the contents of the integrated thematic book material curriculum 2013 revised edition 2017 is expected educators can be more competitive and have innovations in designing learning that can implement character values in every learning activity in students. In addition, this research can be developed to determine teachers' skills in implementing thematic learning that integrates character values

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