

Implementation of Character Education Values in Social Studies Learning of Elementary School

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Abstract--- *The researcher conducts empirical study of the implementation of the value of character education in learning Social Studies at Elementary School in Bandarlampung. The virtue in this research lies in in-depth discussion of the value of character education in textbook. In addition, the teacher's perceptions of the relation to the implementation of the value of character education are also discussed in Social Studies material for the fifth grade of Elementary School in Bandarlampung. This research uses a qualitative descriptive design with content analysis techniques. Researcher describes systematically, factual, and accurate information on the facts and the causal relationship of the phenomenon which is examined. To understand the meaning of objects or social phenomena. Based on the results and discussion, stated:1) The process of implementing the value of elementary character education in Bandarlampung consists of the stages of planning, implementation, and evaluation; 2) Integrated thematic textbook for fifth grade Elementary School students has very high eligibility. Based on the average suitability score of the integrated textbook for Elementary Schoolstudents in Bandarlampung, is in very good category, which is 0.81, with a Relative Frequency of 81%; 3) Compatibility of integrated thematic books with character education includes 11 (eleven) character values, namely: religious, tolerance, discipline, creative, democratic, curiosity, national spirit, respect for achievement, friendliness, love to read, and care for the environment.*

Keywords--- *Character Education, Learning Social Studies for Elementary, Advisability and Suitability.*

I. INTRODUCTION

The implantation of character values above can be done through education in schools, education in family, and society. Education in schools does not only demand students to be successful in learning and have high achievements, but also have good attitudes and behavior. School plays an important role and has absolute responsibility in instilling and developing character values. Character education in schools is directed at values that are considered relevant for student development, such as attitudes and behaviors of discipline, honesty, responsibility, respect, fairness, tolerance, and others.

Instilling and developing character education in schools become shared responsibility. Character education can be integrated into learning in each subject. Every subject that is related to norms or values in each subject needs to be developed, made explicit, and related to the context of daily life (Siska, 2018a). Learning these character values does not stop at the cognitive level, but reaches on the level of internalization, and real experience in the lives of everyday students in society (Wardani, 2010: 237).The implementation of character values in classroom learning can be set out in each subject. For example, Kurniawan (2013: 37-45) states that appropriate character values are integrated into Elementary School Civic subject, namely: Caring of social, smart, loving the country, democratic,

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disciplined, honest, hard work, appreciating achievement, caring of environment, curiosity, national spirit, responsibility and tolerance; Integration of character values in learning device of Civic subject is done by understanding the substance of Competance Standard and Basic Competance.

Instilling and developing character values in schools can be done in the learning process, which is the implementation of certain subjects. Subjects or material that are considered appropriate device for planting character values in schools are learning or Social Studies subjects especially at the Elementary School level. In instilling character education values, schools must complete the available supporting facility. It is expected to provide knowledge to students to deal with obstacles that occur in life in society, one of which is a textbook (Sukmadinata, 2013: 95).

Textbook that prevails in schools currently refer to the 2013 Curriculum. The 2013 curriculum (K-13) as a national curriculum has been implemented by the government for the renewal and development of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. With the implementation of K-13, learning textbooks that were previously managed by the private sector were taken over by the government. It means the textbooks used in student learning are compiled, published, and distributed by the government. The Ministry of Education and Culture and the education authorities have the responsibility and authority to distribute books directly to schools.

In learning process at school, textbook can be used as references, both for teachers and students; either as a primary source or supplementary book. School textbooks used in learning are written based on competency standards and basic competencies as stated in the content standard (Mulyana, 2009: 1-14). The textbook subject to this research is the fifth grade of Elementary School Integrated Thematic Book. The fifth grade of Elementary School National Curriculum Book in it is formulated in an integrated manner about the competencies of attitudes, knowledge, and skills students must master. Furthermore, the competencies expected from Elementary School graduates are the ability to think and act productively and creatively, both abstractly and concretely.

The Integrated Thematic Series Book for the fifth grade of Elementary School Students has been compiled based on the formulation of the above themes. Integrated thematic books are the elaboration of the things students must do to achieve the expected competencies. According to 2013 Curriculum approach, students are invited to find other learning resources that are available and widely spread around them. The role of the teacher in improving and adjusting the absorption of students with the availability of activities in this book is very important. Teachers can enrich their creations in the form of other appropriate and relevant activities sourced from the natural, social and cultural environment.

Based on the background described, the researcher conducts empirical study of "Implementation of Character Education Values in learning Social Studies in Elementary Schools in Bandarlampung (Analysis of 2013 Curriculum Integrated Thematic Book Content)". The importance of this research lies in the in-depth discussion of the value of character education in the Integrated Thematic Book and its suitability with core competencies and basic competencies. In addition, the teacher's perception regarding the implementation of character education values based on the Integrated Thematic Book 2013 Curriculum on Social Studies material for the fifth grade of Elementary School in Bandarlampung is also discussed.

The purpose of this study is to obtain empirical data regarding the implementation of the value of character education in learning Social Studies in Elementary School in Bandarlampung. In more detail, the research objectives formulated include: 1) Describing the implementation of the values of character education at the Elementary School level in Bandarlampung; 2) Describe the suitability of the Integrated Thematic Book on Social Studies material for the fifth grade of Elementary School in Bandarlampung; and 3) Analyzing in depth the value of character education in an integrated thematic book on Social Studies material for the fifth grade of Elementary School in Bandarlampung. This research is expected to be able to contribute ideas in learning Social Studies related to the suitability of textbooks with the curriculum embodied in textbook.

II. THEORITICAL FRAMEWORK

Learning and Teaching Curriculum

According to Tyler quoted by Stanley (2009: 1-120), educational goals can be identified by examining three sources, namely: (1) the students themselves; (2) present life outside the school environment; and (3) consideration of scientific disciplines. Based on the curriculum definition as formulated in UU Number 20 of 2003 concerning the National Education System, we can conclude that the curriculum consists of several main components as follows.

- a. Content and lesson material.
- b. The method used as a guideline for conducting learning activities.
- c. Educational goals to be achieved.

In determining the organization of activities or learning experiences, Tyler suggests curriculum developers should consider three criteria: continuity, sequences, and integration. Tyler also suggested to be able to compile the format of the assessment with valid and reliable instrument and based on the curriculum and the results of the evaluation used to improve the curriculum.

George Beauchamp (in Mustofa, 2014: 185-190) classified the essence of the curriculum into three groups. First, the curriculum is a plan for subsequent action; second, the curriculum is teaching and learning; third, the psychological process of students as a learning experience. The current curriculum in each education unit, both basic and secondary, is the 2013 curriculum. The 2013 curriculum was developed by perfecting the mindset of passive learning into critical learning. Learning patterns that were initially teacher-centered become learner-centered learning, which was originally one-way, into interactive learning.

Characteristics of the 2013 curriculum generally include the following:

- a. The contents of the 2013 curriculum are competencies which are expressed in the form of Core Competencies (KI) of education units, which are further elaborated on the Basic Competencies (KD) subjects.
- b. Basic Competence (KD) is a competency which learners learn for a theme for elementary school, and for subjects in the class for junior high / MTs, SMA / MA, SMK / MAK.
- c. Core competencies and basic competencies at the basic education level are prioritized in the attitude domain.
- d. Core competencies becomes organizing elements of Basic competencies, that is all basic competences and learning processes are developed to achieve competency in Core Competencies.

- e. Basic competencies which are developed are based on accumulative principles, mutually reinforcing and enriching between subjects and levels of education and are bound by Core Competance (Supriono, 2017).

Study of Social Studies in Elementary School

Basically the purpose of Social Studies education is to educate and provide basic skills to students to develop themselves according to their chart, interests, abilities and environment, as well as various provisions for students to pursue higher education (Etin Solihatin and Raharjo, 2008: 25) The term IPS in Elementary School is the name of stand-alone subjects as an integration of a number of concepts in social science, humanities, science, and even various social issues and problems of life.

In the 2013 curriculum, related to social science learning, there are four important changes compared to the previous curriculum. These changes include the Standard of Graduate Competency (SKL), standard of process, Standard of content, and Standard of assessment. Core Competance the operationalization of SKL, which is the quality that must be possessed by students / students who have completed education at certain levels of education. The description of the main competencies is grouped into aspects of attitudes, knowledge, and skills (affective, cognitive, and psychomotor) that students must learn for a school, class and subject level.

Core Competance must describe a quality that is balanced between hard skills and soft skills achievements. Basic Competance is a content or competency consisting of knowledge, attitudes, and skills originating from KI that must be mastered by students. These competencies are developed by taking into account student characteristics, initial abilities, and characteristics of a subject (Kawuryan, 2013: -13). According to YuliaSiska (2018b: 31-40), the achievement of the objectives of Social Studies subjects is supported by the learning process designed in the 2013 curriculum and also applies to Social Studies. There are two things in learning Social Studies, namely the approach to developing teaching materials that are always associated with the community environment in educational units and learning models known as the scientific approach.

Learning Social Studies in each school is not always the same scope. Every region or country has a different social background. So is the readiness of students in learning, elementary school students generally still use the rationale of what is seen. Thus, learning Social Studies is adjusted to the typical social characteristics in each area.

Thematic Text Book

Textbook can be defined as learning media (instructional) which are dominant in their role in the classroom, media delivery of curriculum material, and the central part of an education system (Efendi, 2009: 320-333). In the world of education, there are several terms related to textbooks, such as (a) reading books, (b) source books, and (c) handbooks.

Based on the explanation of the definition of textbooks, it can be concluded that teaching books are handbooks of subjects written and compiled by experts in related fields and fulfilling the rules of teaching books and officially published and disseminated.

The main categories in analyzing the quality of books are as follows.

- 1) Feasibility of the item specified by the description of the suitability of the material with KI / KD, the accuracy of the material, the updating of the material, encouraging curiosity, practicum and entrepreneurship, enrichment.
- 2) Language feasibility in terms of straightforward, communicative, dialogic and interactive aspects, conformity with student development, conformity with Indonesian language rules.
- 3) Feasibility of presentation, more detailed presentation techniques, supporting presentation, learning, and coherence of thinking flow (Cunningsworth, 1995: 3; Brown, 2000: 142; Harmer, 2003: 118; Sofyan, 1997: 7)

Integrated thematic book at Elementary School refers to the 2013 Curriculum adjusted to the learning design to achieve the expected competencies. Achieving these competencies requires an integrated thematic learning approach, which is to study all subjects in an integrated manner through the themes of life that students encounter every day.

Character Education

Character education is an education of values, character, morals, and character education. The aim is to develop students' ability to make good decisions, maintain good and realize goodness in life with all their heart (Widyastono, 2010: 7).

The opinions expressed long before the statement above are according to Lickona. Lickona (1991: 50-52) defines that character or character is a harmonious combination of various virtues contained in religion, literature, the views of smart people and humans in general throughout the ages. Therefore, Lickona views the character or character as having three interrelated elements, namely *moral knowing, moral feeling, and moral behavior or moral concepts, moral feelings and attitudes and moral behavior*. The research is limited to nine types of characters in the study, namely the value of honesty, tolerance, hard work, inquisitiveness, creative, friendly, caring, peaceful, and responsible.

Character education, personality, and culture, in textbooks lessons are explored based on the aspect of the text itself. Character education in Social Studies textbooks is applied (text / context) as an effort to change students' attitudes and behaviors toward maturity to gain a balance between reason and feeling relationships. This will manifest in a cultural harmony interacting in society called Lynch (in Syamsiyatun and Wafiroh (ed), 2013: 208) as a system of ways of life, behaving, thinking, and how to relate to other people. Therefore, it can be said that culture also determines the way a person behaves or behaves with their constituent elements are values.

The establishment of national character is an attempt to shape the character of citizens with concepts, behaviors, and noble values of Indonesian culture imbued with the values of Pancasila and UUD 1945. Based on these efforts, they become personal in the hearts and individuals of Indonesian citizens to form a nation tough, competitive, noble, moral, virtuous, tolerant, collaborative, patriotic spirit based on faith and devotion to God Almighty.

In this study the author chooses eleven types of characters that are the object of research as well as contained in the integration of character education for high (IV-VI) classes, namely: religious, tolerant, disciplined, creative, democratic, curiosity, nationalism, respect for achievement, friendly, happy reading, and caring of environment.

III. METHOD

This study uses a qualitative descriptive design with content analysis techniques. Researcher describes systematically, factual, and accurate information on the facts and viewed causal phenomenon. To understand the meaning of objects or social phenomena, qualitative research emphasizes the nature of socially constructed reality, the close relationship between researchers and the subject under study, and without forgetting the situation that forms the investigation. Research rests on the assumptions of inter subjectivity and generally creates meaning and "reality" between researchers and participants.

The sampling method used is purposive sampling, which means the sample is determined by certain considerations (Sugiyono, 2012: 61). The selection of a group of subjects in purposive sampling, is based on certain characteristics that are considered to have a close relationship with the characteristics of the population that were previously known. The sample used in this study is the principal of 1 person in each school. The teacher who is appointed directly by the Principal, namely the teacher of the fifth grade as many as 1 person in each school and the fifth grade students in each school.

The primary data of this study are thematic books for the fifth grade in Social Studies material for Elementary School in accordance with the 2013 curriculum. The primary data is used to identify character education values data and the suitability of the contents of the book with the 2013 curriculum. Bandar Lampung has to do with implementing the value of character education in learning Social Studies. Data are obtained through interviews (interviews) to Elementary School teachers in Bandar Lampung to obtain teacher perception data regarding the implementation of the value of character education in integrated thematic books on Social Studies material for Elementary School.

To check the validity of the data the researcher uses the data triangulation technique as follows. First, researcher is directly involved in this research as well as research instruments; second, the accuracy and perseverance of researcher; third, the adequacy of the theory; fourth, triangulate the theory and fifth, expert triangulation, namely conducting interviews with teachers, discussions with colleagues.

IV. RESULTS AND DISCUSSION

Implementation of Character Education Values at Primary Schools in Bandar Lampung

Implementation of Character Values at SDN 4 Kotakarang

The implementation of character education at SDN 4 Kotakarang was carried out starting from the beginning of entering school. The data were obtained from the interview process and documentation. The data source in this interview process is "A" as the headmaster and "M" is the teacher of V.1 class who was appointed by the headmaster. From the results of interviews and documentation, it can be seen that the school has a good commitment in instilling and developing character values. This can be seen from the school's vision and mission, good school facilities and fairly neat, clean school conditions.

The implementation of character education values at SDN 4 Kotakarang includes three stages, namely planning, implementation, and evaluation. Planning is the initial stage in carrying out character education including the

dissemination of curriculum tools, school and student discipline planning, and bleeding from the curriculum section on planning character values through the making of syllabus and lesson plans in the learning process in the classroom. The implementation of character values is done through the process of learning in the classroom, school conditioning, the habits and the character to instill positive character values on the students.

The process of implementing character education values at SDN 4 Kotakarang is arranged based on the guidelines made by the Ministry of Education and Culture through the Balitbang and Puskur. The planning is made based on the Decree of the Ministry of Education and Culture Guidelines which are generally known. The process of the implementation planning of character values in learning can be seen from making syllabi and lesson plans. The process of implementing character values in the syllabus and lesson plans is adjusted to the basic competencies and indicators to be achieved when the learning process takes place.

It is done based on basic competencies and indicators. In making syllabus and lesson plan, the character values are attached in the indicator and one indicator will contain several character values. The character values written in the lesson plan are as much as possible raised during the learning process. In other words, in making lesson plans teachers must also pay attention on the indicators of learning achievement. From these indicators, it can be seen what character values should be raised in learning in the classroom.

The implementation of character education value is carried out in various ways, namely through school habituation and culture. The implementation of character education values at SDN 4 Kotakarang begins when students attend school (Siska, 2018a). Students attend the school at least 5 (five) minutes before the entrance bell rings. Students who are more than 15 minutes late should ideally receive sanctions in the form of points and are not allowed to take part in learning activities in the first hour according to the rules written on the student book. However, in practice students are still given 2-3 times tolerance by the subject teacher and can still attend the first lesson. In order for the implementation of character values to run well, the school made several efforts including trying to establish good communication with fellow teachers and establish communication with students. To establish communication and continue to strengthen the school's commitment, they as much as possible carry out the briefing routines every Monday. Approximately 15-30 minutes after the briefing takes place. This was revealed during an interview with the headmaster, he stated that the routine briefing every Monday is done to train, appeal and receive input from colleagues about developments that occurred during learning or developments in the school environment which might not know. Cooperation and communication are very important because basically there is no ability without them (the teacher). Teachers and headmaster are a representation of what is in SDN 4 Kotakarang. The implementation of character education values during the learning process is the responsibility of class and subjects teachers. Character values that are implemented when learning activities in the classroom are mostly the development of character values previously contained in the syllabus and lesson plans. In making syllabus and lesson plan, character values are applied in the indicator. Character values written in the lesson plan will be raised as much as possible during the learning process.

The follow-up to the implementation of the character education values program at SDN 4 Kotakarang is done by continuing to develop character education in schools. Because these values are inherent and appear when learning

takes place, each subject assessment must usually include the values of attitudes and characters in the evaluation process. The process of implementing the value of character education in schools should be accompanied by moral education and good character education from the family environment, because the character education is not only learnt from the school environment, but also from the family and the community. The exemplary of the headmaster and the teacher should be improved continuously, for example arriving at the school is earlier than the students, accompanying the students' regular tadarus, and starting the lesson on time. A good exemplary process will make students accustomed to follow the attitudes of both the headmaster and the teacher.

The implementation of Character Values at SDN 1 Gunung Terang

The data source in the process of retrieving data through interviews is "M" as the headmaster and "R" is the fifth grade teacher appointed by the headmaster. From the results of interviews and documentation, it can be seen that the school has a good commitment in instilling and developing character values. Elementary School Gunung Terang 1 seems to have a high commitment in instilling and developing character values. This can be seen from the vision and mission of the school, good school facilities, and the condition of the school which is quite neat, clean and comfortable.

The planning stage in the process of implementing character education values at SDN 1 Gunung Terang is different. In this school, the teacher does not lesson plan for implementing learning. However, the implementation of these character values is cultivated or inserted in all subjects and daily activities in the school. Thus, it is expected that the implementation process of character education can be integrated in every learning activity in the school. In planning, the school also conducts socialization in advance to all elements of the school, so that the process of implementing character education can run according to the school's goals. The dimensions of character values that are a priority at SDN 1 Gunung Terang include: religious, honest, diligent, disciplined, and caring or responsible.

The implementation of character values at SDN 1 Gunung Terang begin from entering school. Students are required to attend a maximum of 5 (five) minutes before the entrance bell rings. The students who are late more than 15 minutes will get a sanction that is memorizing letters. After the bell rings, the teacher asks the class leader to lead the prayer and students are required to attend the motivational routine and perform Dhuha prayer. This is done to familiarize students with the value of religious character by arriving on time. In the implementation of learning, the teacher emphasizes the values of honest, diligent character, discipline and responsibility. Honest character value is done by the teacher by inserting advice to students to be honest. When they are working on the test, they are not allowed to ask their friends about the answer and when they are buying something in the canteen, they are required to pay according to what was purchased. Diligent character values are also taught by the teacher in the teaching process by emphasizing students to do the task well, having a complete note of lesson, so that it is easy to learn and listen carefully to the lessons delivered by the teacher. The character values of caring or responsibility in SDN 1 Gunung Terang emphasize the behavior of removing garbage in its place, picking up scattered garbage and cleaning the bathroom after using it.

In fact, the value of religious character, honesty, diligence, discipline, and care/ responsibility that has been implemented by the teacher still faced some problems. There are still some children who have not been able to apply

the values of religious character, honest, diligent, disciplined, and care/ responsibility at school or at home. This was seen by the fact that there were still students who cheated on the test, forgot to do the assignments, chatted with friends during class lessons, and others. In the process of implementing character education, the collaboration with various parties is needed such as the school, family and community to gain the objectives planned. Therefore, the school needs to establish good communication with various parties as a means of sharing and evaluation to discuss problems and obstacles that occur during the implementation process and arrange solutions to overcome problems that occur in the process of implementing character values. The solution arranged by the school such as holding parenting school activities routinely to control children's development, intimating homeroom communication to parents on the problems students experience in school, academic assistance, and establishing closeness between teachers and students to explore students' problems and efforts to find solutions and resolve the problems.

Appropriateness of Integrated Thematic Books on Social Sciences Material in Elementary School Grade V in Bandarlampung

The assessment of the feasibility of an integrated thematic book on social studies material for elementary school grade V includes 5 (five) indicators, namely: teaching book content, textbook organization, language, layout, and supporting textbooks.

Perception of Grade V Teachers at SDN 4 Kotakarang

Table 1: Table of conformity analysis of thematic books at SDN 4 Kotakarang

Indikator	Rata-rata	F	F Relatif
Feasibility of Content (Content) of Integrated Thematic Books	4,2	0,84	84
Feasibility of Textbook Organizations	4,2	0,84	84
Language Feasibility	4,2	0,84	84
Layout Feasibility	4	0,80	80
Completeness of Supporting Textbooks	3,2	0,64	64
Rata-rata	4,1	0,79	

Overall, the result shows that the suitability of integrated textbooks based on the perceptions of the teachers of SDN 4 Kotakarang is 0.79, with a relative frequency of 79% with good criteria. Thus, it can be concluded that the Integrated Thematic Book on social studies material in grade V elementary schools has good feasibility.

Perception of Grade V Teachers at SDN 1 Gunung Terang

Table 2: Table of conformity analysis of thematic books at SDN 1 Gunung Terang

Indikator	Avarage	F	F Relative
Feasibility of Content (Content) of Integrated Thematic Books	4,2	0,84	84
Feasibility of Textbook Organizations	4,1	0,82	82
Language Feasibility	4,3	0,86	86
Layout Feasibility	4	0,80	80
Completeness of Supporting Textbooks	3,8	0,76	76
Rata-rata	4,1	0,82	

Overall, the result shows that the suitability of integrated textbooks based on perceptions of the teachers of SDN 1 Gunung Terang is 0.82, with a relative frequency of 82% with very good criteria. Thus, it can be concluded that the Integrated Thematic Book on social studies material in grade V elementary schools has very good feasibility.

Thus, the category of the average suitability score of the integrated textbook for elementary school students in Bandarlampung is very good, which is 0.81, with a Relative Frequency of 81%. It can be concluded that integrated thematic textbooks for fifth grade elementary school students have very high feasibility.

a) *Feasibility of Content (Content) of Integrated Thematic Books*

According to the teacher who taught in Grade V of SDN 4 Kotakarang on the Feasibility of the Integrated Thematic Book Content, it was found that the average value of the eligibility content was 4.2 or 0.84 with very good criteria. The highest mean value is on aspects of presenting the material. There are balancing between theory and examples of reading texts and Illustration / drawing aspects which supports learning material with the same value that is 4.6. The lowest score in the aspect of learning material is in accordance with the level of student needs, the type of text used has varied, and the training or assignment provided allows students to learn independently with an average value of each 3.8. Conversely, the perception of teachers teaching in Grade V of SDN 1 Gunung Terang is also has equal value, namely 4.2, 2 or 0.84 with very good criteria. The highest mean value is in aspects of examples provided which are easy to understand and the illustrations / images which support learning material with the same value, which is 4.6. The lowest score in the aspect of learning material is in accordance with the level of needs of students with an average value of each 3.8.

b) *Feasibility of Integrated Thematic Organizations*

Based on the perception of the fifth grade teacher of SDN 4 Kotakarang on the feasibility of an integrated thematic book organization, it was found that the average value of organizational feasibility was 4.2 or 0.84 with very good criteria. The highest value obtained in the ordering of material aspects based on the level of difficulty of the text is accurate, namely 4.4. The lowest score on the Ordering aspect of the material based on the level of readability is accurate with an average value of 4. On the contrary, the perception of teachers teaching in Grade V of SDN 1 Gunung Terang towards the feasibility of integrated thematic book organization, it was found that the average value of organizational feasibility is 4.1 or 0.82 with very good criteria. The highest value obtained in the ordering of material aspects based on the level of difficulty of the text is accurate and the loading of material between learning units in teaching materials is balanced with the same value, namely 4.2. The lowest score on the ordering of material aspects based on the level of readability is pretinent with an average value of 4.

c) *Language Feasibility*

Based on the perception of the fifth grade teacher of SDN 4 Kotakarang on the feasibility of integrated thematic book language, it was found that the average value of language feasibility was 4.2 or 0.84 with very good criteria. The highest value obtained in the aspect of the use of grammar is accurate, namely 4.4. The lowest score on the aspect of the use of the word is accurate and the use of transition markers is pretinent with an average value of 4. Conversely, the perception of teachers who teach in grade V SDN 1 Gunung Terang towards the feasibility of integrated thematic book language, it was found that the average value of language feasibility amounting to 4.3 or 0.86 with very good criteria. The highest value obtained in the aspect of the use of grammar is accurate, namely 4.6. The lowest score on the aspect of the use of punctuation is pretinent, the use of words is accurate, the use of transition markers is accurate, and the use of spelling is accurate with an average value of 4.2.

d) Layout Feasibility

Based on the perception of the fifth grade teacher of SDN 4 Kotakarang on the feasibility of the layout of integrated thematic books, it was found that the average value of the layout feasibility (layout) was 4 or 0.8 with very good criteria. The highest value obtained in the aspect of presenting tables, graphs, diagrams is accurate and the use of font size is accurate, which is 4.4. The lowest score on the quality aspects of printed textbooks is good with an average value of 3. On the contrary, the perception of teachers teaching in grade V of SDN 1 Gunung Terang on the feasibility of an integrated thematic book layout, found that the average value of appearance feasibility (layout) of 4 or 0.8 with very good criteria. The highest value obtained in the aspect of the use of letter size is pretinent, which is 4.4. The lowest score on the print quality aspect of textbooks is good with an average score of 3.4.

e) Completeness of Supporting Textbooks

Based on the perception of the fifth grade teacher of SDN 4 Kotakarang on the Supporting Completeness of integrated thematic books, it was found that the average Supporting Completion value was 3.2 or 0.64 with sufficient criteria. The highest value obtained in the aspect of the Guidelines for using the book has been written clearly, which is 4.4. The lowest scores on Bibliographic aspects, indexes, and glossaries are clearly written with an average value of 2. On the contrary, the perception of teachers who teach in grade V of SDN 1 Gunung Terang to the Supporting Completion of integrated thematic books, it was found that the average score of Supporting Equipments is 3.8 or 0.76 with good criteria. The highest value obtained in the aspect of the Guidelines for using the book has been written clearly, which is 4.4. The lowest scores on Bibliographic aspects, indexes, and glossaries are clearly written with an average value of 3.

Suitability of 2013 Curriculum Integrated Thematic Book for Grade V Elementary School Students with Character Education

An analysis of Character Value on Integrated Thematic Book for fifth grade elementary school students consists of 11 (eleven) character values as contained in the Training Materials for Strengthening Learning Methodologies Based on Cultural Values to Form National Competitiveness and Character issued by the Ministry of National Education Research Agency and Development of the Curriculum Center, namely: religious, tolerance, discipline, creative, democratic, curiosity, national spirit, respect for achievement, friendship, love to read, and care for the environment. The following table is the findings of character education value data in the Elementary Vocational Integrated Thematic Book according to the 2013 Curriculum.

Table 3: Character Values of Grade V Elementary Integrated Thematic Books

Theme 1: Animal and Human Motion Organs

Character Value	Page	Σ
Religious	21, 21, 44, 45, 45, 76, 45, 103, 159	9
Tolerance	21, 22, 22, 23, 23, 37, 58, 81, 82, 82, 82, 83, 133, 161	13
Discipline	182	1
Creative	9, 70, 70, 70, 124, 124, 170	7
Democratic	22, 23, 37, 143, 153	5
Curiosity	2, 113, 121, 124, 133, 183	6
Spirit of nationality	20, 22, 23, 70, 76, 76, 82, 99, 118, 127, 161	11
Appreciating Achievements	23, 117, 118, 130	4
Friendly	20, 37, 146, 149, 149, 184	6
Love to read	118	1
Environmental care	20, 45, 45, 58, 58, 59, 76, 88, 88, 96, 97, 99, 99, 103, 124, 125, 142, 144	29

From the table above, it can be seen that the caring character of the environment ranks at the top, with the findings of 29 data. Then, on the indicator love to read is the least data finding, that is 1 datum. Sequentially, the following elements of character education based on many/often appear in integrated (thematic) books in the fifth grade of elementary school in Bandar Lampung are 1) Environmental care, 2) Tolerance, 3) National spirit, 4) Religious, 5) Creative, 6) Sense curious, 7) Friendly, 8) Democratic, 9) Appreciating achievements, 10) Discipline, and 11) Love to read. The following is stated the value of education contained in the elementary school integrated book (thematic) grade V.

From religious values, we must not impose a religion and knowledge on others; we must respect each other's freedom of worship and acknowledge the greatness of God for all their creations. The manifestation of tolerance value is to protect the rights of other people of different religions to carry out their religious teachings. Discipline behavior in maintaining health, especially the organs of the body and maintaining the health of organs, including the actual organs of movement can be done since childhood.

For creative characters, the embodiment of the indicator is constructing a new sentence from a word by creating an acronym of the word "gurame" as their efforts to make crackers from cassava. The word "Gurame" actually has no relationship with 'Ikan Gurame, but 'Gurame' is an abbreviation of *Gurih, Renyah, Enak*. In a democratic attitude, its indicator is to get used to discussing with friends and accepting defeat in elections with sincerity. Meanwhile in curiosity character, its indicator is on asking about something related to the subject matter but beyond what is discussed in the class.

The attitude or spirit of nationalism is a manifestation of the Fourth Sila of the "Pancasila", namely the Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan/perwakilan (Populist Led by Wisdom Wisdom in Consultative / Representative). The example of appreciation form for someone's achievements is regarding "Ade Rai, the Mighty Bodybuilder of Indonesia". Ade Rai is a mighty man who is very famous in Indonesia, even in the world; there have been many achievements, both at national and international levels. Furthermore, one of the characteristics of a friendly character is active in social activities and how to motivate students to read.

In an integrated thematic book for grade V students, there should be instructions or subtitles, such as 'Let's Read' clause. It was functioned to arouse students' interest in reading, habitual hobbies, and then become a reading culture. Finally, one of the characteristics of environmental care character is the role of snails that eat leaves that make it a small part/fragment so that it is easy to decompose by decomposing bacteria.

V. CONCLUSION

The process of implementing character education values at the elementary school level in Bandarlampung consists of three stages namely planning, implementing, and evaluating. Planning for the implementation of character education values includes the dissemination of curriculum tools, school and student discipline planning, and bleeding from the curriculum section on planning character values through the making of syllabus and lesson plans in the learning process in the classroom. The implementation of character values is done through the process of learning in the classroom, school conditioning, habits and character culture to instill positive character values on

students. During the learning process, the character implementation is integrated in each subject which includes three stages, namely planning, implementing, and evaluating of learning. The evaluation of character on students that is integrated in a lesson is the value of student behavior which is based on observing the development of student behavior in learning activities.

Integrated thematic textbooks for fifth grade students of elementary school have very high eligibility. Based on the average score, the suitability of the integrated textbook for elementary school students in Bandar Lampung is on very good criteria, that is 0.81, with a Relative Frequency of 81%.

Conformity of integrated thematic books 2013 curriculum for elementary school students with character education includes 11 (eleven) character values, namely: religious, tolerant, disciplined, creative, democratic, curiosity, national spirit, respect for achievement, friendliness, reading pleasure, and environmental care. It can be seen that the Caring character of the environment ranks at the top, with 29 data findings. Then, on the indicator love to read is the least finding, it is only 1 datum. Sequentially, the following elements of character education based on many/often appear in integrated (thematic) books in the fifth grade of elementary school in Bandar Lampung are 1) Environmental care, 2) Tolerance, 3) National spirit, 4) Religious, 5) Creative, 6) curiosity, 7) Friendly, 8) Democratic, 9) Appreciating achievements, 10) Discipline, and 11) love to read.

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