A STUDY OF COURSE BOOK ANALYSIS OF “ISLAMIC STUDIES AND CHARACTER BASED ON THE CURRICULUM 2013” FOR GRADE X IN THE PERSPECTIVE OF CHARACTER EDUCATION OF THE NATIONAL EDUCATION STANDARD

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Abstract: This study is proposed to explore the feasibility aspect of a course book of Islamic studies and character based on curriculum 2013 in the perspective of Character Education of BSNP. Descriptive-evaluative research method is used in this research. Findings are gained in this study. First, of the feasibility aspect, overall material feasibility is considered appropriate but several parts need improvement. For example: in terms of material accuracy, several sources are invalid. Second, the feasibility aspect of the presentation as a whole is considered sufficient. However, several aspects related to the presentation need serious improvement. In the aspect of the feasibility of material presentation there are various findings need to be addressed, such as the presentation in the learning system aspect, independent learning system is mostly used and lack of collaborative learning implementation. This has an impact on students’ difficulty to work together. Third, of the aspect of language feasibility is good where in terms of writing skills, appropriate, correct, and polite Indonesian language standard is used. The Bahasa is politely used so there is no conflict with the norms in society, especially in character education applied in the Islamic education called Akhlakul Karimah (good attitudes).

Keywords: Course Book, Curriculum 2013, Character Education.

A. Introduction

Education is a structured and planned process to make a person better. For this reason, a strict effort in education from the government is needed. As the representation of the government, Indonesia’s education minister assists the educational process in this country. Recently, a lot of chaotic happens in education related to educators, curriculum, teaching materials and students.

Related to the problems in educational institutions, an aspect which needs an evaluation is curriculum. Curriculum in Indonesia has been changed several times. Beginning with the lesson plan of 1974, the educational plan of 1950, the educational plan of 1958, the educational plan of 1964, the curriculum of 1968, the curriculum of 1974, the curriculum of 1978, the curriculum 1984, the curriculum 1994, the curriculum 2004, and the curriculum 2013. ¹

One of the related aspects of the curriculum important to discuss is teaching

materials/ course book. The curriculum and teaching materials/ course book are like two sides of a complementary coin. Course books are essential for the success of education because the learning process uses using teaching materials/ course books. It can be said that success or failure of educational products depends on the teaching materials/ course books used in learning process in the classroom.

Course books in the educational process are still the most dominant source in the classroom learning process. The course book is the only reference book read by students and even most teachers. This at least shows the problem as well as opportunities. The enormous dependency of students and teachers to course books is a fundamental weakness of national education. However, it can inspire experts of teaching materials to provide interesting tricks related to the development of materials/ course books. If it can be handled properly, this phenomenon can be one of the shortcuts in improving the quality of education Indonesia.

There are two reasons why course books become a strategic alternative to reconstruct the broken education program. First, the quality of most teachers is inadequate. The reason for this lower teachers’ quality is the high number of under qualified teachers. Second, course book is the only reference book read by almost all students and teachers.

It becomes a very serious problem if the learning resources normally used by students are not handled well. In addition, as shown by the International Education achievement report in 1999, students' reading interest in Indonesian schools occupies the last two of 39 countries surveyed. This will get worse if the minimum of students’ reading interest is exacerbated by the low quality of the only reading reference. Students may lose their interest in books.

For that reason the government continually try to develop the supporting materials in learning process including the curriculum. In the recent curriculum, the curriculum 2013, is completed with 2 guidebooks that are very useful in the learning process. These are teachers’ handbooks and students’ course books.

The Characteristics of Curriculum 2013 as follows:
1. Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, and cooperation with intellectual and psychomotor abilities.
2. Schools are part of a community that provides a planned learning experience where learners apply what is learned in school to community and utilize the community as a learning resource.
3. Develop attitudes, knowledge, and skills as well as apply them in various situations in schools and communities.
4. Give sufficient time to develop attitudes, knowledge, and skills.
5. Competence expresses in the form of core competencies of the class and details further in the subject's basic competencies.
6. Core class competence becomes the organizing elements of basic competence, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies.
7. Basic competencies are developed based on accumulative principles, reinforced and enriched between subjects and levels of education (horizontal and vertical organizations).

And Curriculum 2013 aims to prepare Indonesian people having abilities to live as individuals and citizens who devout, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and civilization of the world.  

In addition to the above problems, Indonesia is also experiencing moral crisis due to the swift influence of globalization. Globalization is not only touched in big cities, but also remote areas already contaminated by globalization viruses. The development of information and technology in globalization era, as well as the level of community adoption of the foreign culture is easily accepted and adapted by today's society. The globalization era facing nowadays offers a good value, as well as a bad value, such as: consumerism, free sex, drugs, impulse of human passions and forgetting the spiritual and spiritual life. This phenomenon causes a decline in character, frequent tribal conflicts, religion, race, and group interests. This is exacerbated by the increasing complex issues of life, the decreasing of social sensitivity in society and the growing individualism.

Today's society, especially adolescents, has a habit of following the trend of lifestyle development, fashion style, speech style, interaction modes in lined with development of science and technology, and popular foreign culture. This has an impact on the declining interest of young generation in doing positive thing and the rising juvenile delinquency, which is manifested in the form of promiscuity, drug use, alcoholism, and gambling.

As responses to the above phenomenon, education must play an important role in counteracting the moral decadence of the nation, in order to prepare better future for young people. In the national education system, the constitutions has mandated that

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2 Copied of the regulation of the Ministry of Education and Culture number 69 year 2013 about the basic framework and structure of the Curriculum for secondary school/ Islamic senior high school.
educational goals be directed to learners to be human beings of faith and cautious, having a good attitudes, mental and psychical health, smart, creative and skillful, independence, and become democratic and responsible citizens.³

Character education is part of values education taught since school. Because in the future, schools are responsible not only for having smart students in science and technology but also have good characteristics and personality as required in national education goals.

As a nation with Moslem as the majority of the population, the holy Qur’an uses as an inspiration in the process of nation character building. As a holy book, the Qur’an is loaded with highly relevant concepts and moral values to serve as the main reference in fostering the character of society, especially the young generation. This is very reasonable because Qur’an has proven the successful of character changing of the Arabs which previously have various forms of deviation. Since the presence of the Qur’an for Arabic society, there is a cultural transformation from the ignorant society to a civilized society.

Of this research background, the researcher interests to study the level of feasibility of course book for Islamic education and attitudes curriculum 2013 for grade X in the perspective of the National Education Standards in terms of character education.

B. Research Methodology

A descriptive-evaluative research is used in this research. Descriptive-evaluative research is a research method which describes and interprets real objects. According to Best in Darmadi, descriptive research is a description of observed symptoms not only in the form of numbers but also words and sentences.⁴

This research tries to report a studied object in the real/field situation by describing the quality of course book of Islamic Religious and Character Education based on Curriculum 2013 for students in grade X of senior high school and vocational high school.

Moreover, evaluative research method is also used in this research. According to Sukmadinata, evaluative research is a design and evaluation procedures in collecting and analyzing data systematically to determine the value or benefits (worth) of an educational practice.⁵ Furthermore, Sukmadinata explains that the value or benefits of an educational practice are based on the results of measurement of data collection process using certain

³ The constitution of the republic of Indonesia number 20 year 2003 about “Sistem Pendidikan Nasional.”
⁵ Sukmadinata, Nana, Syaodih, Metode Penelitian Pendidikan. (Bandung: Rosdakarya,2008) p. 120.
standard or criterion absolutely or relatively.  

In addition, Sukmadinata states that the scope of evaluative research in education covers a wide issues, including textbooks. The standards used to assess the quality of the book are the criteria for textbooks assessment based on the national education standards.

The objects of this research are the feasibility of material or content, presentation, language/words and academic presentations of course book of Islamic and character education based on curriculum 2013 for students in grade X of Islamic senior high school and vocational high school.

Data used in this research are in form of words and sentences contained in the course book. Source of the data is the course book of Islamic and character education based on curriculum 2013 for grade X of Islamic senior high school and vocational high school published by the ministry of religious affairs of the republic of Indonesia.

The source of the data in this research is divided into two parts, primary data and secondary data.

1. Primary data source
   Primary data source is the main reference used in this research. It is the course book of Islamic and character education based on curriculum 2013 for grade X of Islamic senior high school and vocational high school.

2. Secondary data source
   Secondary data is complementary data obtained from various books related to this research.

C. Research Results and Discussion

1. Aspects of material feasibility of the course book of Islamic and character education in curriculum 2013 for grade X based on the national education standards, in terms of character education.

   In the course book of Islamic and character education based on curriculum 2013 for grade X, several improvement in terms of completeness of book content in the discussion part based on the national education standards. The aspects of materials are related to:
   
   a. Material Completeness

   Overall aspects of the material is sufficient but several items need more detailed explanation in each chapters discussed in the course book. For example, in chapter I, the topic is about "I always close to Allah”. In this topic, it is needed to
discuss the term “believe in Allah” through *al-asma’ul al-husna*, then in the discussion of *al-asma’ul al-husna* which is described only 7 (seven) *al-asma’ul al-husna*, the word used in this context should be clarified from “belief in Allah through *al-asma’ul al-husna*” to “believe in Allah through several *al-asma’ul al-husna*”. In my opinion, clarifying the meaning is needed because it will eliminate confusion in the discussion. We know that the level of Islamic understanding of students in grade X of Islamic senior high school and vocational high school is still not so perfect.

For this reason, if we use a less clear sentence, the child will have a misunderstanding and assumption that *al-asma’ul al-husna* only consists of 7 (Seven) items whereas the correct understanding of the number of *al-asma’ul al-husna* is 99 items.

Besides, valuable messages are delivered through topics about the story of the Prophets. In this book, the story of Prophet Ibrahim p.b.u.h looking for Allah is presented. However, the researcher assumes that stories, such as the story of Ibrahim p.b.u.h., are widely printed by various printing and publishers of books without knowing whether the stories are valid or only a mere article and many such writings are already available everywhere. Therefore, the researcher believes that valid references or sources of the stories are needed so readers can retell the story to other people without anxiety or fear of being invalid. Moreover, this book is also intended for educational institutions so the accuracy of the data should be really emphasized or noticed.

In chapter II, several parts need to be corrected related to the completeness material of the theme “Moslem dressed and Muslimah as the model of personality and self-beauty”. In this theme, there are less explanation in several sub-topics, for example, the explanation about definition of *aurat* is still in surface because its explanation does not include the verses of the Qur'an and Hadiths related to the boundaries of male and female *aurat*. In addition, between the theme and discussion there is topic needed to be discussed so the theme and discussion can be synchronized. Moreover, there is no discussion about Moslem dressed pattern.

In addition, an explanation about applying valuable characteristics associated with the practice of dressing pattern according to Islamic law such as:

1. Courtesy and hospitality
2. Honesty and trustworthy
3. Worship diligently
4. Helping others

Examples of the application of dressing pattern according to Islamic law should be replaced by:

1. Applying Moslem dress pattern in school
2. Applying Moslem dress pattern in society
3. Applying Moslem dress pattern in the house

In the discussion in chapter III on maintaining honesty as a mirror of life. There are some verses that are less synchronized with the theme. Verses about honesty should be used as the references but, in this chapter, verses about the meaning of justice is used. Moreover, still, several stories are not given clear references.

b. Material Accuracy

Most material is accurate because the data used directly refers to the Qur’an and hadith and only a few improvement is needed. It is related to the learning steps used in teaching the topic "Noble Messages" which contains history, for example, the story of Prophet Ibrahim p.b.u.h looking for a god, need a clear reference so the history presented in the book can be more accurate and accountable.

The materials in this course book is also widely applied in social life, as in chapter 2, there is materials about Moslem dress as a symbol of personality and self-beauty. Here, it can be concluded that the material used in this course book is accurate because the materials is explained in accordance with Islamic shari’ a (law).

c. Material Supporting Activity

In terms of activities supporting the material, the course book of Islamic Education and Characters in Curriculum 2013 for grade X has many activities for learners during the learning process, as described by the researcher. In each topic, there are supporting activities provided for learners to help them understand the materials taught by teachers. For example, in the first meeting, before starting the learning process, students are given an activity called "Open the Heart". This activity aims to stimulate learners to know the description of the materials. In this activity, learners are asked to think about matters relating to the activity “open the heart” taught by the teacher. This is called “activity I”. After finishing the activity
and before starting the materials, students are given another activity called "criticizing around us". This activity is purposed to analyze the problems that exist in community and students are expected to provide suggestions or solutions to the existing problems. This activity is called "activity II"

When the initial activity is considered sufficient and students are ready to receive the main materials, the learning begins. The supporting activities are inserted in every meeting or topic/material to evaluate the students understanding toward the given material. Meanwhile, the last activities are evaluation and reflection. Based on this supporting activities design for students, the researcher concludes that the material supporting activities have been very adequate because the activities are inserted in each material to help students understand the material better.

d. Material update

Regarding to the material update, the researcher states that the material is good. It is because all the material used related to the livelihood of the people or, in other words, this material is needed by people to survive in the world and in the hereafter. The materials used are: “I always close to Allah”, “Moslem dressing pattern as a symbol of personality and beauty”, “honesty as a symbol of personality”, “Qur'an and Hadith are the guidelines of my life”, “Imitating the struggle of Rasulullah p.b.u.h in Mecca”, “Living with glory”, “Angels always with me”, “Love, obey and respect to parents and teachers”, “manage waqf with Amanah (respectful), “Imitating the struggle of da'wah done by Rasulullah p.b.u.h in Medina”, “The pleasure of knowledge seeking and the beautiful of knowledge sharing”, “Maintaining human dignity by staying away from promiscuity and adultery”.

e. Material improving students’ competency

In improving the competence of students, it should include at least three aspects (cognitive, affective, and psychomotor). Material appropriate for Cognitive domain is determined based on attitudes related to intellectual aspects, such as knowledge, understanding, and thinking skills. Thus, the type of material suitable for the cognitive domain is facts, concepts, principles and procedures.

Meanwhile, the appropriate learning materials for affective domain is determined based on attitudes related to feelings and emotions aspects, such as interests, attitudes, appreciation, and adaptation. Thus, types of material suitable
for the affective domain includes feeling and appreciation, such as giving response, acceptance, internalization, and judgment.

Learning materials appropriate for psychomotor domain are determined based on attitudes related to aspects of motor skills. Thus, the type of material suitable for the psychomotor domain consists of early, semi-routine, and routine movements. For example: handwriting, typing, swimming, operating computer or machine, and performing prayers.

Regarding to the three domains mentioned above in this book have included these three domains. For example, to improve the cognitive aspects of learners, many materials with accurate sources present in this book so the knowledge of learners can develop well. Meanwhile, related to the affective aspect, in this book many activities that demand students’ direct response toward phenomena exist in community and in themselves which is certainly related to the material given. Therefore, the level of students’ affective aspect can also be trained well too. The last, materials related to psychomotor domain relates to daily life. In this book at the end of the material discussion always includes materials about things that should be done by students in the school, home, and community. This is called as "Applying the Noble Attitudes".

Therefore, the level of materials practice taught by teacher will always be remembered by students and not necessarily forgotten. In addition, the suitability of materials with the development of children must be considered. In this book, the suitability of the materials with the development of children or learners is very good because the material used is still in an easy level and the discussion has not been so detailed. Therefore, the materials used can be practiced in daily life, such as "Moslem dressed pattern as the symbol of personality and beauty", “Honesty as a symbol of personality” and so on. So, this is appropriate for students in high school or vocational level who start doing religious aspects in daily life.

f. Materials develop thinking skills

Exercises in this book can be used to develop students’ potentials. In each topic/material presents exercises/ activities to develop students’ thinking skills as the researcher has described before. Moreover, students are asked to understand the material in the book and look for data or material from other books/references. So, students have skills to understand the whole materials and they will get comprehension understanding of the materials. As mentioned before, there is also
an activity called "Applying good attitudes" in which by practicing this activity students' good characters will be permanently created and it will not be faded by times.

g. Materials stimulate students’ curiosity

Several activities in this book designed for students to stimulate students to find out information related to the themes taught from books or in daily life. For example: the topic of “Honesty as a reflection of life”, in the evaluation steps, students are told to look for negative impacts of lies. In this exercise, students will be stimulated to find out about the consequences of being lie.

Regarding to the material feasibility viewed from character education perspective, guidelines of instruments used for character assessments constructed based on an empirical study of curriculum center taken from religion, Pancasila, culture and national education objectives as follows: (1) religious,(2) honesty, (3) tolerance, (4) discipline, (5) hard working, (6) creativity, (7) independence, (8) democratic, (9) curiosity, (10) spirit of nationality, (11) Patriotism or national pride, (12) achievement appreciation, (13) friendly/communicative, (14) love of Peace, (15) Reading Fond, (16) Environment interest, (17) Social interest, and (18) Responsibility.7

Values of characters in this course book and the material aspects in the discussion of character education perspective is interrelated.

1) Religious Values

The value of religious character can be found in the discussion of the beginning material of "I always close to Allah". In this part, students are required to be closer to Allah by knowing and understanding Al-Asmaul al-Husna so the religious values of students will be better.

2) Honesty

Value (character) of honesty can be found in the discussion of chapter 3 on page 31 which is "Maintaining honesty as the reflection of personality" and also found in the description on page 3, activity 2: “Point out what mistakes you often do, then how your efforts to avoid the mistake will not happen again”. In this topic, it is emphasized that honesty must always be held by students to become a trusted person.

7 Muchlas Samani, Konsep dan Model Pendidikan Karakter (Bandung: PT Remaja Rosdakarya, 2012) p.51
3) Tolerance

Tolerance (character) can be found in chapter 5 "Involving the struggle of the Rasullullah in Mecca" on page 61. This story is about "Light of Allah in the Killer’s Heart", this story briefly tells about “Suraqah”, a man who wanted to kill the Prophet Muhammad twice but never be succeeded. With tolerance character owned by Rasullullah, Suraqah is forgiven by Rasullullah even though he is helpless and has no power to attack him. In addition, the character of tolerance can also be found in the topic "Forming a society based on Islamic law" that is in the material of religious freedom, page 153.

4) Discipline

The character of discipline can be found in the topic "Following the Struggle of Rasullullah in Medina", which is related to several wars won by Rasullullah, such as Badar war. This is because of the disciplinary character of Rasullullah in the war.

5) Hard Working

The character of hard working can also be found in the topic "Following the Struggle of Rasullullah in Mecca and Medina. This is seen that the character of hard work is owned by Rasullullah. He never get tired of spreading the religion of Islam both in Mecca and Medina.

6) Creative

Creative (character) can be found in the topic of inspiring messages, namely "The story of Habil and Qabil". This is a story of a crow buried a carcass of his opponent in the ground, whereas at that time, human (Qabil) could not bury the body of his brother he had killed.

7) Independent

Independent character can be found in the story of the prophet Joseph who was banished by his brother, on page 83. The prophet Joseph was banished by his brothers when he was young so he has to live independently away from his family. With character of independence, Prophet Joseph can survive and become a successful man.

8) Democratic

This character can be found in the leadership character of the Prophet Muhammad both in Mecca and Medina. He never be arbitrary to his war internee. For example, Rasullullah give religious freedom to the internee even though Rasullullah has taken over their area. Rasullullah never force them to follow Islam
and be a Muslim.

9) Curiosity

This character can be found in the topic of “Inspiring messages” on page 13. This is story of the prophet Ibrahim seeking Allah. This story briefly explains the curiosity of prophet Ibrahim about the creator of the universe. In the night, he sees the moon and says "This is god". Meanwhile, during the day he sees the sun and says "this is god". However, finally the process of God, the creator of universe, succeed that is Allah SWT.

10) Spirit of Nationality

This character can be found in the topic of “Dakwah (the propaganda) of Rasulullah in Mecca”. Rasulullah wants to spread the Islam among the Arabs so the Arab become a nation with good moral and high knowledge.

11) Patriotism or National Pride

This character can be found in the topic of “hijra (movement) Prophet Muhammad SAW”. Although, the Prophet moves from his homeland of Mecca, after the safe condition, he returns to his homeland to spread Islam and goodness. This shows that Rasulullah has the character of patriotism or national pride.

12) Achievement Appreciation

This character can be found in the story with the title "I want one more number" on page 94. In this story, even though Rudi Hartono has been world badminton champion seven times, he still appreciates his achievement of getting his eighth badminton world champion.

13) Friendly/ Communicative

This character can be found on the topic on page 151 which is the story of the Muhajirin and the Anshor. When the Prophet and his followers move to Medina, the Anshor welcome them with joyful.

14) Love of Peacefulness

This character can also be found on the event of the Prophet's hijrah (move) to Medina. Rather than having a war that consumes many victims, Rasulullah decides to temporarily move from Mecca so the conditions of Mecca can be peaceful.

15) Reading Fond,

This character can be found in the topic of "The joy of knowledge seeking and the beautiful of knowledge sharing". In the Qur'an has been explained that the gateway to knowledge is reading. By having this character, it will enrich our
knowledge.

16) Environment interest

This character can be found in the topic of "Understanding the meaning of Al-Asma’u Al-Husna”. On the discussion of Al-Mu’min on page 7 which means that the God who gives the sense of secure, and, as his believers, a Moslem is required to keep the environmental security. This means that in this topic we are expected to be care of the environment by giving a sense of security in accordance with the Islamic doctrine.

17) Social interest

This character can be found in the topic of “Inspiring messages” on page 143 about the story of generosity of the Prophet Muhammad and his Companions. Rasulullah and his companions always share to the poor. This shows the great character of social awareness to others.

18) Responsibility

This character can be found in the topic of "Managing waqaf with trust" on page 131. In this topic, it is required to have the character of responsible for the mandate given. By having this responsibility, the manager of waqaf can perform the task properly.

D. Conclusions

Of the result and discussion, it can be concluded that: First, the aspect of the overall material feasibility is considered good but improvements are needed, such as the problem related to the accuracy of the material references. Second, the feasibility aspect of the presentation as a whole is considered sufficient however in several parts needs serious improvement. In the aspect of the book presentation feasibility, various findings need to be addressed, such as the presentation in the learning system aspect, independent learning system is mostly used and lack of collaborative learning implementation. This has an impact on students’ difficulty to work together. Third, of the aspect of language feasibility is good where in terms of writing skills, appropriate, correct, and polite Indonesian language standard is used. The Bahasa is politely used so there is no conflict with the norms in society, especially in character education applied in the Islamic education called Akhlakul Karimah (good attitudes).
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