

Five Priority Character Values: Content Analysis in The Independent Curriculum Mathematics Textbook in Indonesia

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Five Priority Character Values: Content Analysis in The Independent Curriculum Mathematics Textbook in Indonesia

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Abstract

Character education aims to prepare good character in welcoming better generations in the future. In Indonesia, there are five core values that form the core of the overall grades for secondary school education. This study aims to describe the five main values or characters in the teacher's manual, the five main character values in the student manual, and the suitability of the five main character values in the Independent Curriculum textbooks for teacher manuals and student manuals. This research is content analysis research with a qualitative approach through four stages, namely data acquisition, data reduction, inference, and data analysis. The source of the research data was a teacher's guide Mathematics textbook and a student guide on the Independent Curriculum in junior high schools. The unit of analysis is the five main values or characters contained in the textbook. The results of the study show that: (1) the teacher's manual develops all the character values analyzed, but has not developed religious values to the fullest; (2) the student manual develops all character values analyzed, but has not developed religious values to the fullest; and (3) the character values in the teacher's guide and student guide math textbooks are appropriate, although some characters appear in small percentage.

Introduction

Individual character involves the attainment of feelings, thoughts, and skills. All of these are essential qualities that a person must have to maintain a positive atmosphere at every stage of life, as a whole, especially for himself and also for others (Imawan & Ismail, 2022; Lerner, 2017). The term character relates to positive behavior (Ismail & Imawan, 2022; Khoury, 2017). Character traits are long-term patterns of behavior that can be generalized into personality characteristics (Diggs & Akos, 2016). The character measures popularly used in education are perhaps best conceptualized as indexing features of personality that have particular relevance to academic achievement (Tucker-Drob et al., 2018). The indicators that determine the quality of individual character are relevant to morals. A person's behavior can be reflected as his moral attributes. Furthermore, an individual is considered successful

when his actions include moral values and meaningful intentions (Fleeson et al., 2014). Therefore, individual character involves the development of emotions, thoughts, and skills that are important for maintaining a positive atmosphere in life. It is closely related to positive behavior and long-term patterns that shape a person's personality. In education, character measures indicate specific aspects of personality relevant to academic achievement. Morality plays a significant role in determining the quality of character, as behavior reflects moral attributes. Success is often linked to actions driven by moral values and meaningful intentions. In essence, character values are essential for personal growth, positive relationships, and overall success.

Research on character values has been an interesting topic for many scholars and researchers worldwide. Various studies have been conducted to examine the essence of character values, their development, and their impact on various aspects of individuals' lives. Previous research has investigated how character values develop in individuals over time. Studies have examined the role of family, peers, schools, and communities in shaping character values during childhood, adolescence, and adulthood. This research aims to understand the factors that influence the acquisition, reinforcement, and internalization of character values (Khadijah et al., 2021; Permatasari & Zuchdi, 2015). Another research area focuses on character education and interventions designed to promote positive character values among students. Various programs and approaches have been studied to determine their effectiveness in fostering virtues, moral reasoning, empathy, and prosocial behaviors. Researchers have assessed the impact of these interventions on academic performance, social interactions, and overall well-being (Lerner, 2017; Par, 2017). Comparative studies have explored the universality of character values across cultures and societies. Researchers have investigated cultural variations in the importance and manifestation of various virtues and moral principles, highlighting the need to consider cultural contexts when studying character values (Khoury, 2017). Researchers have explored the role of family, peers, schools, and communities in shaping character values. They have also studied programs and interventions in education to promote positive values and assess their effects on academic performance and well-being. Comparative studies have considered cultural contexts when exploring character values. Overall, this research helps us understand the importance of character values in our lives.

Character education establishes the values of virtue as the main goal of character education: politeness, filial piety, honesty, responsibility, respect, tolerance, communication, and cooperation (Par, 2017). Character education especially carried out at the school level has a very important role (Gable, R et al., 2013). Character education is also associated with higher levels of expression of integrity, compassion, and self-discipline (Jeynes, 2017). Apart from that, character education helps children develop skills and attitudes (Helterbran & Strahler, 2013; Ismail et al., 2021). Therefore, character education aims to instill values of virtue, such as politeness, filial piety, honesty, responsibility, respect, tolerance, communication, and cooperation. It plays a crucial role, particularly at the school level. Character education is associated with higher levels of integrity, compassion, and self-discipline. Additionally, it helps children develop important skills and positive attitudes.

The importance of character education values can be seen from the output or student learning outcomes, one of which is by looking at the effect on student achievement. Improving student achievement is the main goal and one indicator of the quality of learning (Gore et al., 2021). Culture and norms that are commonly attached to a school level can give students a strong character (Daniati et al., 2019). This evidence is supported by previous research which states that character education contributes to student success (Arthur, 2017). Character education can be conceptualized through key character traits such as wisdom, courage, integrity, modesty, filial virtue, and several other virtues that come from a moral and ethical background (Um et al., 2014). In conclusion, character education values play a significant role in student learning outcomes, including their achievement. Improving student achievement is a primary goal and indicator of learning quality. The school culture and norms can greatly influence the development of students' strong character. Previous research supports the evidence that character education contributes to student success. Key character traits, such as wisdom, courage, integrity, modesty, and filial virtue, derived from moral and ethical backgrounds, form the foundation of character education.

Teachers who always convey moral messages, both orally and in writing in textbooks, consciously or unconsciously by the teacher, will affect the moral development of students in depth (Nucci et al., 2014). The application of school habits has a significant effect on the development of student character (Saripudin & Komalasari, 2015). Principals, teachers, and staff are responsible for the success of character education. In addition, according to him, character education is effective if it is developed based on multiculturalism and local wisdom (Harun et al., 2020). The Indonesian government, through the presidential regulation of the Republic of Indonesia, mandates strengthening character education. This mandate is contained in the Presidential Regulation of the Republic of Indonesia, Number 87 of 2017 concerning Strengthening Character Education. This aims to strengthen character education with the aim of building and equipping students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education, developing a national education platform that places character education as the main soul in implementing education, and revitalizes and strengthens the potential all school and community components in implementing strengthening character education.

Strengthening character education is carried out by applying religious values, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curiosity, national spirit, love for the motherland, respect for achievement, communicative, love peace, love to read, care for the environment, socially caring, and responsible. The program to strengthen character education is in line with efforts to succeed the National Mental Revolution Movement initiated by the President of the Republic of Indonesia. In this case, the priority institution is basic education, starting from early childhood education, elementary school, and junior high school. Therefore, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia released five main values or characters that must be prioritized in implementing strengthening character education in schools, namely religion, integrity, nationalism, independence, and cooperation.

Schools play a major role in educating, not only subject matter but also character. Schools can facilitate students to have good character education so that they can become Indonesia's golden generation in 2045. However, the term good character creates different interpretations and definitions in different value systems. Therefore, five main character values were released which must be prioritized in strengthening character education in schools. The public school system has become a vehicle for implementing social activities, and one of the main goals of education in schools is to help students become citizens of good character, able to participate and play appropriate social roles in everyday life. Values refer to fundamental principles and beliefs that act as general guides for behavior, standards by which certain actions are judged good or desirable. Therefore, five main character values were released which must be prioritized in strengthening character education in schools.

Character is a constellation of virtues possessed by a person. Character education can be interpreted as a deliberate effort to cultivate virtue. Character is a person's personality or character that is used as a basis for determining perspectives, thinking, behaving, and acting. Nucci & Narvaes. Nucci & Narvaes (Nucci et al., 2014) emphasizes that the character contained in a person can shape a person's morals. Good character will form good morals, and vice versa. Therefore, the development of character values needs serious attention by the teacher so that the character in students can develop properly. Character development in a person will differentiate a person from others. Bohlin (2005) reveals that character is a characteristic of someone who explains who we are, and distinguishes us from others.

School is a good place to strengthen character education. This means that education at the school level must be carried out properly. Strengthening character education related to character values applied in schools can be developed through various activities, including in learning activities and activities outside of learning (Nucci et al., 2014). One way to develop character values in the learning process is through integrating character values into learning activities (Parinusa et al., 2017). Character values that are integrated in each lesson are very important for the readiness of students in dealing with any problems in everyday life (Um et al., 2014). This opinion proves that in the learning process it is not only instilled cognitive values in students' personalities but also the development of students' character values.

The teacher constantly conveys moral messages, both orally and in writing in textbooks, consciously or unconsciously by the teacher, will affect the moral development of students in a profound way (Nucci et al., 2014). Therefore, teachers can help construct student character throughout the day at school during learning. The development of character values in students in learning can be done in various ways. One of them is through textbooks as a source of student learning. Textbooks can be used as a medium for developing character values in learning. Textbooks can be used as learning resources in the classroom, because textbooks can interact directly with students more often than with the class teacher (El-Saleh, 2016). Textbooks can also be a facility or means to achieve the expected goals. Textbooks are given directly to students with the aim of students being able to find the knowledge

themselves (Komalasari & Saripudin, 2018). The teacher in this case is only a learning facilitator.

The development of the times encourages the development of textbooks or student learning resources. Currently, textbooks for junior high school students use the Merdeka Curriculum textbook and the 2013 Revised Curriculum textbook. Especially for the Merdeka Curriculum textbook, it must contain character values as an effort to strengthen character education in Indonesia. The Merdeka Curriculum text book consists of two kinds, namely the teacher's handbook and the student's handbook (Kemdikbudristek, 2021d, 2021a). Books are made based on certain themes with different book sections. The content of character values in the Merdeka Curriculum textbook is designed based on the characteristics and character education strategies for each level.

Parts of the teacher's manual include introductory words, prefaces, mathematics learning outcomes, instructions for using the book, table of contents, book contents, answer keys, index, and notes (Kemdikbudristek, 2021d, 2021b, 2021a, 2021c). The learning page consists of indicators mapping sections, learning objectives, learning media/tools/resources, learning activities, enrichment and remedial, and assessment. Parts of the student's book include instructions for use, apperception, material and concepts, conclusions, summary questions, and deepening of the material (Kemdikbudristek, 2021d). Each section in the student book is expected to contain character values that are expected to be developed in students so that there are no discrepancies in the application of character values in textbooks (Mardikarini & Suwarjo, 2016). The use of textbooks based on life values education has a significant effect on the character development of students in junior high schools (Komalasari & Saripudin, 2018). Students who are always optimistic in the academic field affect their learning achievement (Ismail, 2021; Tucker-Drob et al., 2016). Character education and mathematics learning achievement and strengthen the theory about the factors that influence mathematics learning achievement (Khadijah et al., 2021). It is important for the student book to incorporate character values. Textbooks based on life values education have a significant impact on character development. Optimism in academics affects learning achievement, and character education contributes to mathematics learning achievement.

Based on the explanation above, this study aims to determine the character values contained in the Teacher's Guide to the Independent Curriculum textbooks, the character values contained in the Independent Curriculum textbooks to the students' guide, and the suitability of character values in the teacher's guidebook and student's guidebook. Each of these learning objectives will explain the character values in each class.

Method

This research is content analysis research. Content analysis is a technique that is not contaminated by data collection procedures, because the data to be analyzed already exists (Zuchdi & Afifah, 2019). Content analysis in general aims to describe complex and large amounts of data (Zuchdi & Afifah, 2019). To achieve the research objectives, content analysis is carried out to make inferences. To

achieve this goal, content analysis was carried out in stages, namely by carrying out a meaning analysis of the junior high school Mathematics textbooks in the Independent Learning Curriculum to produce a finding about the values in strengthening character education that are owned from mathematics textbooks. The findings are then used to identify five key characters in character education reinforcement based on the data sources of this research, namely the junior high school mathematics textbooks in the Merdeka Belajar Curriculum.

Detailed content analysis consists of the following steps (Zuchdi & Afifah, 2019) namely (a) procurement of data consisting of determining units, determining samples, and recording; (b) reduction of irrelevant data; (c) inference; and (d) analysis. The parts analyzed were the character values found in the Independent Curriculum teacher's guide math textbooks, the character values contained in the Independent Curriculum textbooks for students, and the suitability of character values in the Independent Curriculum textbooks for teachers and student guides. The research was conducted by analyzing documents in the form of Mathematics textbooks in junior high schools in the Merdeka Curriculum, both teacher and student manuals published by the Ministry of Education and Culture in 2021 as shown in Table 1.

Table 1. Middle School Mathematics Textbooks in the Independent Curriculum

Title	Type	Year	Publisher	Pages
Mathematics in Junior High School: 7th grade	Student handbook	2021	Center for Curriculum and Books, Ministry of Education, Culture, Research and Technology, Republic of Indonesia	320
Mathematics in Junior High School: 8th grade	Student handbook	2021	Center for Curriculum and Books, Ministry of Education, Culture, Research and Technology, Republic of Indonesia	280
Mathematics in Junior High School: 7th grade	Teacher's handbook	2021	Center for Curriculum and Books, Ministry of Education, Culture, Research and Technology, Republic of Indonesia	328
Mathematics in Junior High School: 8th grade	Teacher's handbook	2021	Center for Curriculum and Books, Ministry of Education, Culture, Research and Technology, Republic of Indonesia	280

The Merdeka Curriculum textbook has been used in driving schools in Indonesia. The source of the data in this study were the Independent Curriculum textbooks, teacher guides and junior high school student guides published by the Ministry of Education and Culture. The unit of analysis in this study is the character values contained in all parts of the book. Data collection in this research was carried out by content analysis and careful recording of the Independent Curriculum lesson textbooks, teacher guides and junior high school student guides. The main instrument in this study is the human instrument, namely the researcher himself, by including it in the analysis rubric which is based on a theoretical basis related to character values.

Data validity is based on validity. The validity used in this research is semantic validity. Semantic validity is used to determine the suitability of the text category analysis with the selected context. The instrument reliability used in this study is stability reliability and replicability reliability. Stability reliability is carried out by repeated reading to gain understanding, while replicability reliability is carried out by means of discussion and confirmation with colleagues.

The content analysis procedure used consists of four steps, namely data acquisition, data reduction, inference, and data analysis (Zuchdi & Afifah, 2019). The data procurement stage consists of 3 parts, namely determining the unit of analysis, determining the sample, and recording or recording. Data reduction is done by eliminating things that are inconsistent with the character values being analyzed. Inference is done by using the criteria for determining the value of the characters contained in the text. The data analysis stage is the stage of describing the analysis data obtained. Data analysis uses qualitative analysis techniques.

The data used in this study is Mathematics material in junior high schools in the Independent Learning Curriculum which consists of seventh and eighth grade textbooks. Presentation of data is done by describing the content of the main character values contained in the contents of the textbook. Data reduction or reduction is carried out to obtain essential things according to the research objectives and eliminate irrelevant things. The process of reducing the data is carried out based on the considerations of experts from the results of the discussion. The next stage of analysis is inference. The inference process is a major part of content analysis (Tandililing & Ismail, 2021). Success in making inferences is influenced by knowledge of the context of the data. In carrying out the inference process, researchers try not to reduce symbolic meaning, and use analytical constructs that describe the context of the data. This analytical construct is an operational description of the researcher's knowledge regarding the relationship between the data and the context being analyzed. The final stage is analysis. The analysis process is carried out by identifying and displaying important patterns that are statistically significant so that they can provide satisfactory information, so that a description of the results of the content analysis. The description regarding the five main priority character values contained in the character education strengthening policy to be analyzed is presented in Table 2.

Table 2. Content of the Five Main Character Priority Values

Number	Element	Sub-Element
1	Religious	Carry out religious guidance Respect religious differences Uphold tolerance Live in harmony and peace
2	Nationalism	Appreciate the nation's culture Protect the nation's wealth Willing to sacrifice Love the Motherland

3	Independent	Have a good work ethic Has high fighting power Tough in the face of challenges Have courage and be creative in action
4	Cooperative	Assist in solving problems Establish communication Aid those in need Commitment to shared decisions
5	Integrity	Actively involved in social life Be responsible as a citizen Be honest Consistency between words and deeds

Results

The results of the study were grouped into 3 parts, namely the character values in the teacher's manual, the character values in the student manual, and the suitability of the character values in the teacher's manual and the seventh and eighth grade student manuals. Each section analyzed has different results according to the focus on developing existing character values.

Results of Analysis of Priority Values in the Teacher's Handbook

The Independent Curriculum Mathematics textbook, a teacher's guide, consists of 328 pages for grade seven and 280 pages for grade eight. The focus of instilling character values that are developed in each lesson is different. Based on the results of the analysis, there is one value with the most occurrences, namely independent. These values are widely used as the focus of inculcating character values in learning in seventh and eighth grade Merdeka Curriculum textbooks. In addition, the order of the main values based on the highest frequency is independence, nationalism, cooperation, integrity, and religion.

Based on the results of the analysis in the seventh-grade teacher's handbook, it was found that independent scores appeared with the highest frequency compared to other values. The order of character values from the highest in the seventh-grade teacher's manual is the values of independence, nationalism, cooperation, integrity, and religion. In the theme of the eighth-grade teacher's handbook, the emergence of character values in the learning objectives section appears explicitly. Analysis was also carried out based on existing book sections. The results of the analysis show that the most important values appear in the learning activities section. This shows that the learning activities will instill a lot of the main values of strengthening good character education in students. Based on the results of research on two teacher manuals, it can be concluded that independent values appear the most compared to other values. Clearer information can be seen in Table 3.

Table 3. Recapitulation of Priority Character Values in the Teacher's Handbook

Values	Teacher's Handbook		Pages
	Seventh grade	Eighth grade	
Religious	1	1	2
Nationalist	9	9	18
Independent	13	14	27
Cooperation	6	7	13
Integrity	3	4	7
Amount	32	35	67

Table 3 shows that the Independent Curriculum teacher guide mathematics textbook develops all character values. These character values are in accordance with the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education. The program to strengthen character education is in line with efforts to succeed the National Mental Revolution Movement initiated by the President of the Republic of Indonesia. Analysis based on class, character values appeared the most in seventh grade, namely 35 times compared to eighth grade, which only appeared 32 times. A clearer explanation can be seen in Figure 1.

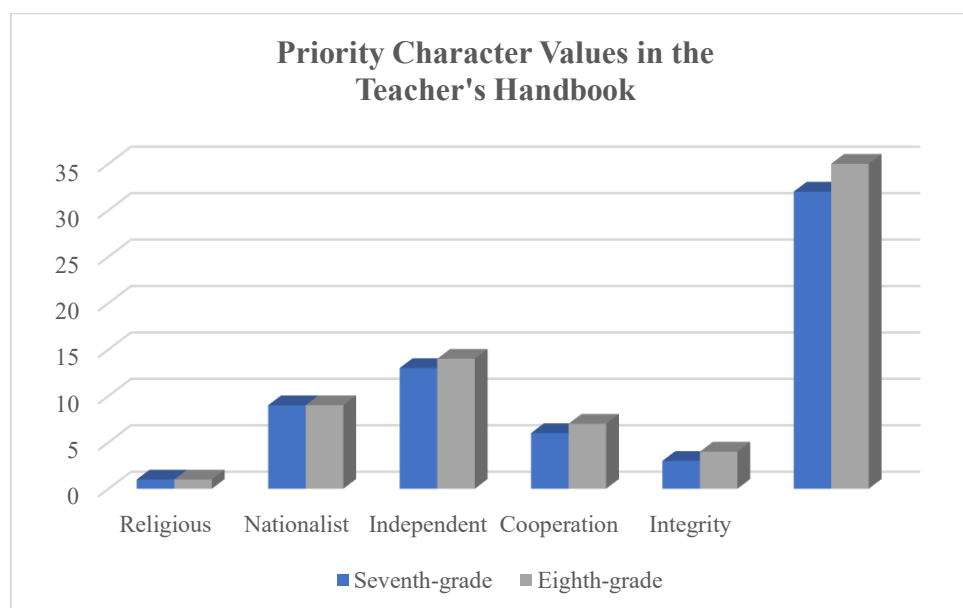


Figure 1. Recapitulation of Priority Character Values in the Teacher's Handbook

The order of values based on the frequency of appearance is the value of independence, nationalism, mutual cooperation, integrity, and religion. In this case, the priority institution is basic education, starting from early childhood education, elementary school, and junior high school. Therefore, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia released five main values or characters that must be prioritized in strengthening character education in schools, namely religious, nationalist, independent, mutual cooperation and integrity.

All character values appear in all classes contained in the Mathematics Textbook Independent Curriculum Teacher's Guide grades seven and eight. Independent values appear with the greatest number because these character values are widely used in the focus of instilling character values in

learning. Other character values only appear in certain parts of the Merdeka Curriculum textbook, especially religious values which only appear once in the Preface section.

Results of Analysis of Priority Values in the Student's Handbook

The Merdeka Curriculum Mathematics textbook, a student guide, consists of 320 pages for seventh grade and 280 pages for eighth grade. The focus of instilling character values that are developed in each lesson is different. Based on the results of the analysis, there is one value with the most occurrences, namely independent. These values are widely used as the focus of inculcating character values in learning in seventh and eighth grade Merdeka Curriculum textbooks. In addition, the order of the main values based on the highest frequency is independence, nationalism, cooperation, integrity, and religion.

The following is an example of content related to the five main priority character values contained in the student book.

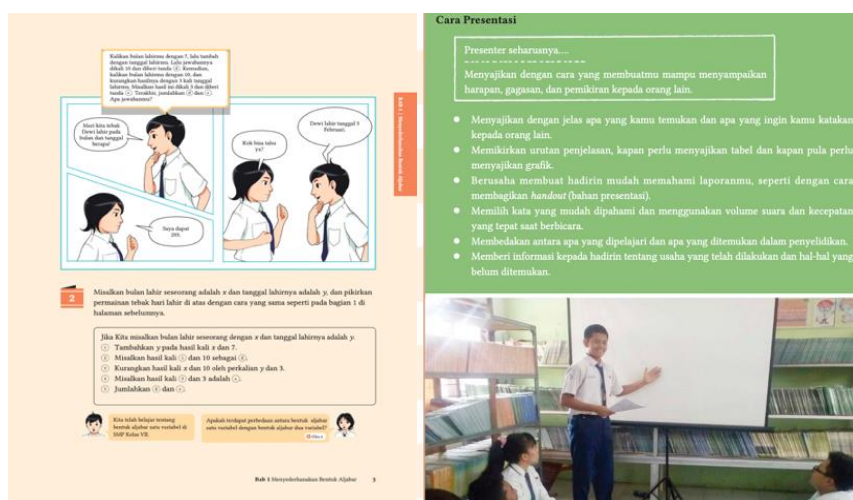


Figure 2. Example of content that directs students to be independent.

Based on the results of the analysis in the seventh-grade student handbook, it was found that independent scores appeared with the highest frequency compared to other values. The order of character values from the highest in the seventh grade of the student handbook is the values of independence, nationalism, cooperation, integrity, and religion. In the theme of the eighth-grade student handbook, character values appear explicitly in the learning objectives section. Analysis was also carried out based on existing book sections. The results of the analysis show that the most important values appear in the learning activities section. This shows that the learning activities will instill a lot of the main values of strengthening good character education in students.

Based on the results of research on the two student guidebooks, it can be concluded that independent

scores appear the most compared to other values. Clearer information can be seen in Table 4.

Table 4. Recapitulation of Priority Character Values in the Student Handbook

Values	Student's Handbook		Pages
	Seventh grade	Eighth grade	
Religious	2	2	4
Nationalist	9	9	18
Independent	13	14	27
Cooperation	6	7	13
Integrity	3	4	7
Amount	33	36	69

Table 4 shows that the mathematics textbooks that guide students in the Merdeka Curriculum develop all character values. These character values are in accordance with the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education. The program to strengthen character education is in line with efforts to succeed the National Mental Revolution Movement initiated by the President of the Republic of Indonesia. In this case, the priority institution is basic education, starting from early childhood education, elementary school, and junior high school. Therefore, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia released five main values or characters that must be prioritized in strengthening character education in schools, namely religious, nationalist, independent, cooperation and integrity.

The order of values based on the frequency of appearance is the value of independence, nationalism, cooperation, integrity, and religion. Based on class analysis, the most character values appeared in eighth grade, namely 36 times compared to seventh grade, which only appeared 33 times. A clearer explanation can be seen in Figure 3.

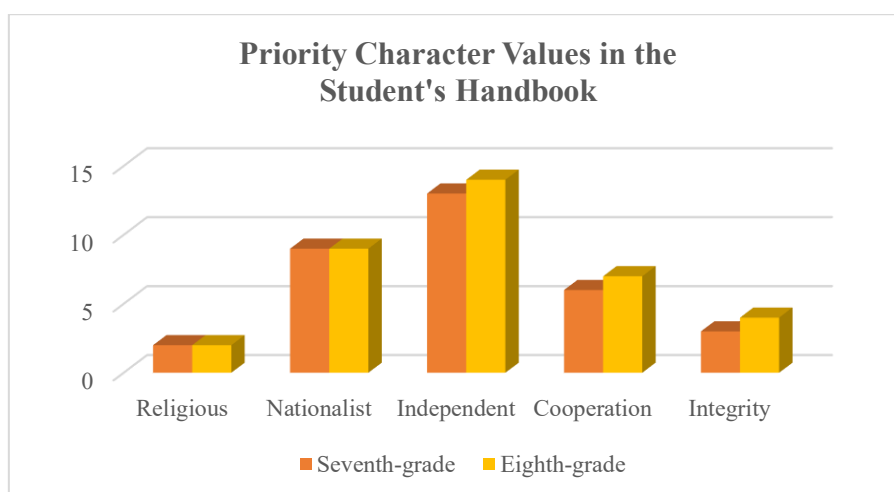


Figure 3. Summary of Priority Character Values in the Student Handbook

All character values appear in all classes contained in the Mathematics Textbook Independent Curriculum Grades seven and eight students. Independent values appear with the greatest number because these character values are widely used in the focus of instilling character values in learning. Other character values only appear in certain parts of the Merdeka Curriculum textbook, especially

religious values which only appear twice in the introductory part and at the end of the book.

Conformity of Priority Character Values in the Independent Curriculum Mathematics Textbook

The analysis process is based on the application of the character values contained in the teacher's book as well as the character values that appear in the student's book. The two learnings are said to be appropriate if the two Independent Curriculum textbooks develop the same character values. Conversely, both are said to be incompatible if the character values that appear in one of the books are not in line with the focus on inculcating character values, and there are differences in the application of character values in the teacher's manual and student manual.

Most of the character values that appear in the teacher's manual and the seventh grader's guide are appropriate. Based on the focus on developing existing character values, both teacher manuals and student guides develop religious character values, nationalism, independence, mutual cooperation, and integrity. The results of the analysis also explain that the two main character values that appear most often in teacher books are also the main character values that appear most often in student books. This also applies to the three main character values that appear the least in the teacher's manual and also the least appear in the student's manual.

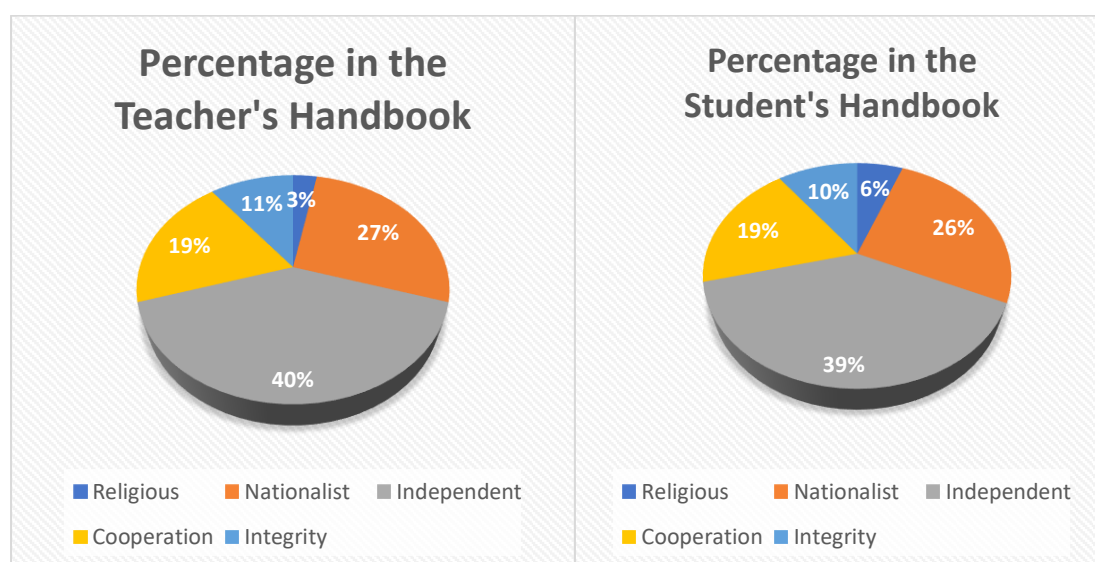


Figure 4. Percentage of Appearance of Priority Character Values in Textbooks

At the next level, namely the eighth grade of the six existing learning chapters, there are two character values that appear frequently, and three character values whose intensity appears small, especially religious character values which have the lowest intensity occurrence. In each lesson, both in the teacher's and student manuals, the intensity of the character values that appear shows a nominal value that is not much different. This has shown a fairly good fit between the teacher's and student manuals. The percentage of occurrence of the main values in the student and teacher manuals in grades seven and eight is presented in Figure 4.

Based on the results of the analysis of the four mathematics textbooks, there are two character values with the highest intensity of emergence, namely independent and nationalist character values. This is in accordance with what is mandated in the five main values of strengthening character education in junior high schools. However, there are still three other main values that have little intensity of emergence, namely the values of religious character, mutual cooperation, and integrity. These results indicate that the Independent Curriculum Mathematics textbook still needs to be revised again, especially in the development of the five main character values that junior high school students in Indonesia must possess. This is because the Independent Curriculum teacher guidebook contains learning plans that will be carried out by teachers and students. The student handbook is a textbook that contains learning activities that support activities with the teacher in class. If the main character values are not often emphasized between the two textbooks, this means that there are character values that are not conveyed optimally to students.

Discussion

Strengthening character education is an educational policy whose main objectives are (1) to build and equip students as the golden generation of Indonesia in 2045 to face the dynamics of change in the future; (2) developing a national education platform that places character education as the main soul by paying attention to Indonesia's cultural diversity; and (3) revitalize and strengthen the potential and competence of the education ecosystem (Presidential Regulation, 2017). Strengthening character education's main values are religious, nationalist, independent, mutual cooperation, and integrity. These values want to be instilled and practiced through the national education system so that they are known, understood, and applied in all aspects of life in schools and in society. As for the cultivation of the main character values mandated in Article 3 of Presidential Regulation Number 87 presented in Figure 5.

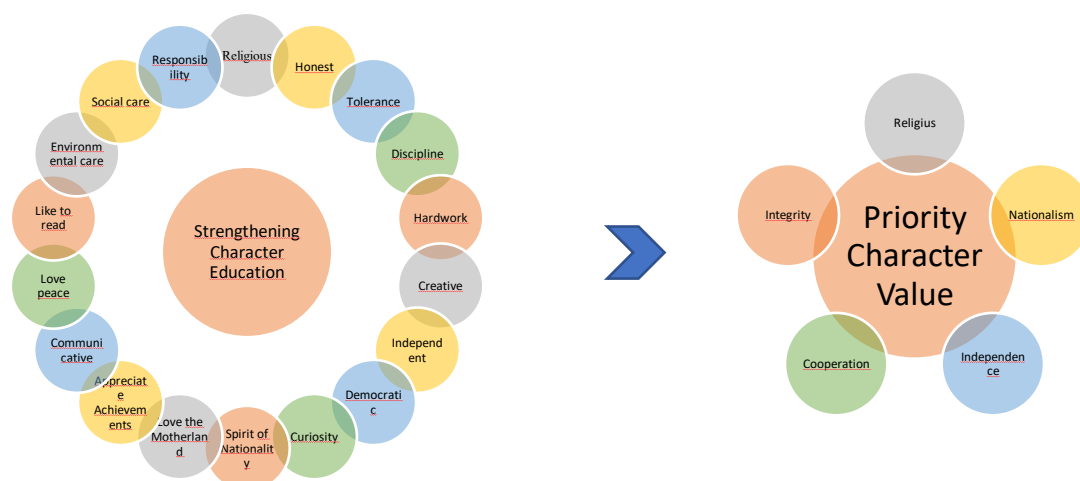


Figure 5. Strengthening Character Education

Priority Character Values in the Teacher's Handbook

The results of the analysis of the Independent Curriculum Mathematics textbook, the seventh and eighth grade teacher's guide, show that all character values appear. This is in line with the Regulation of the President of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education. The regulation explains that there are five main values that must be developed at the junior high school level. These values are religious, integrity, nationalist, independent, and mutual cooperation. Based on the results of the analysis, it can be seen that the development of character values is focused on only two character values. The two character values are independent and nationalist. Other character values appear with less frequency. The results of the analysis explain that the independent and nationalist character values appear with a fairly high frequency. In addition, the values of religious character, integrity and mutual cooperation appear with very little frequency. The main reason for the three character values appearing with low frequency is because they do not focus on developing character values in each lesson.

This is not in line with the character values that need to be developed based on Santrock's emotional development (2012), who argued that during junior high school, understanding emotions is more directed at the ability to understand complex emotions such as pride and shame. However, these emotions have less to do with other people's reactions. These emotions will be more generalized to students if accompanied by a sense of responsibility. Based on this explanation, the values of integrity and cooperation are very important to be instilled in junior high school students. Value the integrity character of students to dare to make good decisions, carry out work or orders responsibly, and complete assignments on time. One way out that can be taken to overcome the lack of character development is through the development of learning carried out by the teacher himself. Apart from that, the development of religious character values and cooperation is no less important to include in learning mathematics.

The process of developing learning can be done with a good learning strategy (Ismail, 2018). This is in line with Zuchdi's opinion (2015) Comprehensive methods that can be applied to character education are instilling values, setting an example, facilitating values, and developing life skills. Therefore, even though textbooks do not develop certain character values, teachers are expected to always develop character values that are expected to exist in students.

The results of the analysis also show that there are several character values that appear outside the seven-character values analyzed. These character values include cooperation, conscientiousness, meticulousness, curiosity, and hard work. Some of these character values also appear in the focus on developing character values and learning assessment.

Character education especially carried out at the school level has a very important role (Gable, R et al., 2013). Character education is also associated with higher levels of expression of integrity, compassion, and self-discipline (Jeynes, 2017)(Ismail & Imawan, 2014). Apart from that, character education helps

children develop skills and attitudes (Helterbran & Strahler, 2013; Ismail, 2018). The importance of character education values can be seen from student learning outcomes, one of which is by looking at the effect on student achievement. Improving student achievement is the main goal and one indicator of the quality of learning (Gore et al., 2021; Ismail et al., 2022). Norms that are commonly attached to a school level can provide a strong character to students (Daniati et al., 2019). Therefore, the main character values that are often exemplified by students at school will become the culture and norms that are common to students.

Priority Character Values in the Student's Handbook

Based on the analysis conducted on the seventh and eighth grade student manuals, all character values have appeared. However, if you look in more detail, there are several character values that appear very minimalist. The results of the analysis show that some character values appear with a very large frequency, but some appear with a very small frequency. Character values that appear with great frequency include the values of independence and nationalism. The character values that appear with little frequency are the values of religiosity, cooperation, and integrity.

The character value of integrity is very important to instill in students. This is in line with Yaumi's opinion (2014) that integrity is not only spoken, nor used as a symbol or jargon, but must become an integral part of behavior. This opinion also applies to the character values of nationalism and cooperation. These character values are very important to instill in students so that students have religious character, nationalism, independence, cooperation, and integrity. This character is important to be instilled especially when students are already at the junior high school level, which is a downstream of the five main values of strengthening character education in junior high schools.

Each section in the student book is expected to contain character values that are expected to be developed in students so that there are no discrepancies in the application of character values in textbooks (Mardikarini & Suwarjo, 2016). The use of textbooks based on life values education has a significant effect on the character development of junior high school students (Komalasari & Saripudin, 2018). Students who are always optimistic in the academic field affect their learning achievement (Handoko et al., 2023; Tucker-Drob et al., 2016). Therefore, students who are always given examples of good character through the textbooks they read every day are expected to be able to influence the achievement of good character and have a positive effect on learning achievement.

Suitability of Priority Character Values in the Merdeka Curriculum Textbook

The development of character values in the Independent Curriculum Mathematics textbook teacher guides and student guides can be seen based on the number of percentages of occurrence of character values. Based on the results of the analysis, there are differences in the frequency of appearance of character values in the Independent Curriculum textbooks, teacher guides and student guides. Based on the results of the analysis the character values developed in the student manual are more

numerous than the character values developed in the teacher's manual. This is because students are the main object in strengthening character education. In student books character values are seen in almost all learning activities.

The results of the study show that there are two-character values with the greatest intensity of emergence, namely independent and nationalist character values. This is in accordance with what is mandated in the five main values of strengthening character education in junior high schools. However, there are still three other main values that have little intensity of emergence, namely the values of religious character, cooperation, and integrity. These results indicate that the Independent Curriculum Mathematics textbook still needs to be revised again, especially in the development of the five main character values that junior high school students in Indonesia must possess. This is because the Independent Curriculum teacher guidebook contains learning plans that will be carried out by teachers and students. The student handbook is a textbook that contains learning activities that support activities with the teacher in class. If the main character values are not often emphasized between the two textbooks, this means that there are character values that are not conveyed optimally to students.

Based on suitability, grades seven and grades eight show good compatibility regarding the main character values in strengthening character education. Even though the intensity of its emergence is not maximal, especially in religious values, cooperation, and integrity. However, instead of that, the values of independence and nationalism are the values with the highest intensity of emergence. Independent Curriculum Mathematics textbooks that have not shown good suitability, especially in the values of religiosity, cooperation, and integrity, should be revised in the next edition. Independent Curriculum Mathematics textbooks that have shown good suitability can be maintained and redeveloped so that the development of character values in the next edition is even better. This opinion is in line with what Bagdadi put forward (2017) that textbooks are one of the appropriate learning resources used by students. Textbooks are something that is important in learning after the teacher. Textbooks can be used to develop character values through the activities in the student manual.

Individual character involves the attainment of feelings, thoughts and skills. All of these are essential qualities that a person must have to maintain a positive atmosphere at every stage of life, as a whole, especially for himself and also for others (Lerner, 2017). The term character relates to positive behavior (Khoury, 2017). Character traits are long-term patterns of behavior that can be generalized into personality characteristics (Diggs & Akos, 2016). Therefore, it is necessary to always emphasize examples of good character to students continuously so that students always get examples of good character.

Conclusions

Based on the results of the research and discussion above, the following conclusions can be drawn. First, the Independent Curriculum textbook as a teacher guide as a whole contains seven character values in accordance with Presidential Regulation Number 87 Article 3 of 2017 concerning Strengthening Character Education which crystallizes into five priority character values. These character values are religiosity, nationalism, independence, mutual cooperation, and integrity. The frequency of occurrence of these character values depends on the focus of character development. Second, the character values in the student manual as a whole contain character values in accordance with the Strengthening Character Education program, especially on the five priority characters. The value of religiosity is the value that appears the least in Middle School Mathematics textbooks in the Independent Curriculum, both in student and teacher manuals. Independent character values are the values that appear the most in both student and teacher manuals.

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