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## Identification of Student Character Values in Class X Particle Dynamics Materials

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Received: November 1<sup>st</sup>, 2022. Revised: June 1<sup>st</sup>, 2023. Accepted: June 15<sup>th</sup>, 2023

### **Keywords :**

Education; Learning; Physics;  
Character

### **ABSTRACT**

*Character education is value education, character education, character education which aims to develop the ability of students to make good and bad decisions, maintain what is good and realize that goodness in everyday life wholeheartedly. This study aims to identify the impact that occurs on students if there is no character value in class X physics learning on particle dynamics material. The method used is a qualitative method. The instrument used is document study. The data collection technique is document study by collecting books and related literature. The sample used in this study is the material for class X in the Physics Teacher book curriculum 2013. The results of this study indicate that there are some character values that are not embedded in the particle dynamics material. This is because these values are not applied and directed at the ongoing learning. Of course, no character values in particle dynamics material can have a sustainable impact or long-term and short-term impacts that will be repeated by every student. It is hoped that in the future it can be further refined so that each character value can be listed and applied to learning so that it will build a better generation.*

## INTRODUCTION

Education is a conscious effort to prepare students through mentoring, teaching and training activities for their future roles. Education has a strategic position in an effort to improve the quality of human resources [1] [2] [3]. The purpose of education is to develop students' potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [4] [5] [6]. The main priority of education is to produce intellectual generations who are able to integrate knowledge and skills that are used as the basis for society [7] [8] [9]. To realize this goal, every teacher is required to improve the competence of their students in each learning process.

The learning process itself is a completeness of education, so that it will make students have a good character in learning. Learning in education leads to complex things that occur in everyday life [10] [11] [12]. A learning requires supporters such as teachers, students and books so that the learning process runs smoothly [13] [14] [15]. In learning there is a knowledge transfer process so that students gain new knowledge [16] [17] [18]. And in a learning process there are also things that must be completed by a student so that in carrying out an education it can be applied properly.

Students themselves in the educational process are busy with teacher assignments and student assignments, there are also aspects that need attention, namely the subjects that are taught in class. One of the subjects that can be considered at the high school level majoring in science is physics. Physics is one of the subjects contained in the 2013 curriculum and the 2013 curriculum revision in which there are several character values contained. Physics is a science that studies natural phenomena and their interactions [19] [20] [21]. In physics, we study the phenomena of natural objects, both those that occur in observable objects (matter) and unobservable objects [22] [23]. From here, we can get an idea that the field of study of physics is all matter that exists in the universe and in it there are also characters that are applied and produced during learning.

In fact, every learning that takes place there are several character values that are applied. The values of character education in Indonesia are identified as 18 values, originating from religion, Pancasila, culture and national education goals, namely: 1. Religious, 2. Honest, 3. Tolerance, 4. Discipline, 5. Hard work, 6. Creative, 7. Independent, 8. Democratic, 9. Curiosity, 10. National spirit, 11. Love for the homeland, 12. Appreciating achievements, 13. Friendly/communicative, 14. Love of peace, 15. Love to read, 16. Care for the environment, 17. Social care and 18. Responsibility [22] [24] [25]. Character education functions are to develop the basic potential to be kind, think well and behave well, strengthen and build multicultural nation behavior (strengthen good behavior), improve national civilization that is competitive in world relations [2] [3] [26]. The purpose of character education is to inculcate values in students and to renew the order of living together that respects individual freedom and also aims to improve the quality of education providers and results in schools that lead to the achievement of the formation of character and noble character of students in a complete, integrated, and balanced manner in accordance with graduate competency standards [27] [28] [29]. Through character education, it is hoped that students will be able to independently improve and use their knowledge, examine and internalize and personalize character values and noble character so that they are manifested in daily behavior.

Similar research on character values in physics learning has also been carried out by Ergen [30], Diani [31], and Saprudin et al [32], explaining that character education values can be integrated into the physics learning process. This means that in the materials in physics there are character values in it. In learning there is a knowledge transfer process so that students gain new knowledge [16] [17] [18]. And in a learning process there are also things that must be completed by a student so that in carrying out an education it can be applied properly.

Research on character values analysis in physics learning that has been carried out by Putri et al [33], Ong [34], and Wong [35], explains that education plays an important role in developing the potential of students, so that students have good character and skills. needed to contribute in the world of education and globally. Character education is a must because education not only makes students smart, but also has character and manners, so that their existence as members of society becomes meaningful both for themselves and for others. Teachers' understanding of character education must also be broad, and that is obtained from experience and training regarding character education and the curriculum they follow [6] [36] [37]. Character education delivered through the curriculum can encourage students to behave positively in everyday life and apply it well too.

Based on the explanation above, researchers are interested in conducting this research with the aim of identifying the impact that occurs on students if there is no character value in class X physics learning on particle dynamics material. The formulation of the problem in this research is 1) what character values are identified in the physics learning of particle dynamics with the subsections of Newton's

laws and the application of Newton's laws. 2) what are the short-term and long-term impacts on character values that are not applied to students. The variables used in this study are the values of religious character, tolerance, national spirit and love for the homeland. With this research, it is hoped that the characters that appear in students can really be observed properly. Based on the description above, the researchers are interested in raising the title of this study, namely "Identification of Student Character Values in Class X Particle Dynamics Material".

## METHOD

### *Types of research*

This study uses a qualitative method. In this qualitative method, the researcher uses a type of documentation study research. Document studies are widely used in qualitative research because they are a stable source, natural in nature, useful as evidence of a test and the results can open an understanding of something being investigated [18].

### *Research subject*

The subject of this research is the character values in the particle dynamics material in the Physics Teacher's book for Class X Curriculum 2013. question. Character variables that are not in it are religious character, tolerance, national spirit and love for the homeland.

### *Research Instruments*

The instrument used by the researcher is the documentation technique by collecting relevant literature with the topic under study, both from softbooks/hardbooks. The data in the document study is collected by collecting and analyzing documents, both written documents, pictures, works, and electronics and the results reported are in the form of an analysis of these documents [38].

### *Data analysis technique*

The data analysis technique used is qualitative analysis which identifies several character values contained in the class X Physics Teacher's book on particle dynamics which has been reviewed previously and then grouped into several aspects, namely material content, questions and assignments. To support this research, a search for sources and literature as well as cases that occurred previously was also carried out, in order to strengthen the analysis carried out. After obtaining relevant literature and analyzing it in the teacher's book by looking at the material content section, questions and assignments obtained 18 characters that must exist in the learning process. However, sometimes there are still some character values that are not found in the learning process.

### *Procedure*

The first activity carried out was to classify the characters contained in the material content analysis, problem analysis and task analysis. Furthermore, the characters are identified the impact that occurs on students, both those with and without character values in the learning process. And to support this, the researcher collects references and relevant literature and related journals.

## RESULTS AND DISCUSSIONS

### *Results*

Education should form intelligent and characterful people, so that it will create a nation that excels in achievement and politely interacts in accordance with the noble values of the nation [4] [5] [6]. Based on the physics teacher's book for class X 2013 curriculum, particle dynamics with subchapters of Newton's laws and the application of Newton's laws can be analyzed for the 18 characteristic values of these students by loading content or material analysis, problem analysis, and task analysis. In the three analyzes there are characters that are achieved by students and there are also characters that are not achieved by students. Character education functions are to develop the basic potential to be kind, think

well and behave well, strengthen and build multicultural nation behavior (strengthen good behavior), improve national civilization that is competitive in world relations [2] [3] [26]. Through character education, it is hoped that students will be able to independently improve and use their knowledge, examine and internalize and personalize character values and noble character so that they are manifested in daily behavior. The purpose of character education is to inculcate values in students and to renew the order of living together that respects individual freedom and also aims to improve the quality of education providers and results in schools that lead to the achievement of the formation of character and noble character of students in a complete, integrated, and balanced manner in accordance with graduate competency standards [27] [28] [29]. This has a short-term and long-term impact for these students. These 18 characters can be described in Table 1 and the analysis below.

**Table 1** Character Values Identified in Particle Dynamics (Newton's Laws and Their Applications)

Character	Analysis	
	Content (Material)	Question Task (Project)
Religious	-	Religious
Honest	-	Honest
Pages 123,127,134,136	-	Pages 124,125,126,132
Responsibility	-	Responsibility
Pages 123,124,125,127,128,130,134,136	-	Pages 123,124,125,127,129,132,134,136
Tolerance	-	Tolerance
Discipline	-	Discipline
Hard work	-	Hard work
Pages 123,125,128,129,131,134,136	-	Pages 124,126,127,129,132
Creative	-	creative
Pages 123,124,125,127,128,129	-	Pages123,124,125,127,129,132
Independent	-	Independent
Page 125	-	Pages123,124,125,127,129,132
Democratic	-	Democratic
Pages 123,127,134,136	-	Pages 124,126,127,129,132
Curiosity	-	Curiosity
Pages 123,124,125,129,131	-	Pages 125,126,127,129,132
Spirit of nationality	-	Spirit of nationality
Love the Motherland	-	Pages123,124,125,126,127,129
Appreciate Achievements	-	Love the homeland
Page 136	-	Appreciate achievements
Friendly / Communicative	-	Pages123,124,125,127,129,132
Pages 123,125,127,128,129,131,134,136	-	Friendly/communicative
Love peace	-	Pages123,124,125,126,127,129
Page 134	-	Love peace
Like to read	-	Page 127
Pages 127,128,131,134,136	-	Like to read
Environmental care	-	Pages 124,126,132,134,136
Pages 123,129	-	Environmental care
Social care	-	Social care
Page 125	-	Pages 127,129

Based on table 1 above, it can be seen that in the analysis of the character material content, the characters are honest, responsible, hard working, creative, independent, democratic, curiosity, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, and social care. The characters contained in the task analysis are honest, responsible, disciplined, hard working, creative, independent, democratic, curiosity, respect for achievement, friendly/communicative, love peace, love to read and social care. Meanwhile, the values that are not found in the analysis of material content, questions and assignments can be seen in Table 2 below.

**Table 2.** Character Values Identified in Particle Dynamics (Newton's Laws and Their Applications)

Character	Analysis		
	Content (Material)	Question	Task (Project)
Religious	-	-	-
Tolerance	-	-	-
Spirit of nationality	-	-	-
Patriotism	-	-	-

Based on table 2, it is known that the characters in the analysis of material content, problem analysis and task analysis of character values that have not been identified are religious characters, tolerance characters, national spirit characters and patriotism characters.

### *Discussion*

After seeing and analyzing Table 1 shows the character values fulfilled by students, both in the analysis of material content and analysis of assignments. One of the ways to instill national character in students is through general subjects and local content (mulok) in schools [25]. It can be seen that the material content fulfills several character values such as honest character, responsibility, hard work, creative, independent, democratic, curiosity, appreciating achievement, friendly/communicative, peace-loving, fond of reading, caring for the environment, and caring. social. Then, in the task analysis there are character values contained in it, such as honest character, responsibility, discipline, hard work, creative, independent, democratic, curiosity, respect for achievement, friendly/communicative, peace-loving, fond of reading and caring. social.

In addition, there are character values that are not found in material content analysis, problem analysis and task analysis. Because it makes the learning process not run productively and the character possessed by students is not good in the short and long term. This character can change due to environmental influences, therefore efforts are needed to build character and keep it from being influenced by things that are misleading and misleading [27]. So the application of character values must be carried out and held all despite the many challenges in applying them in learning.

By looking at the opinions of several previous writers, the character values that must be applied and instilled in students are very important. There are several pillars of character that must be instilled in students, namely religious, independent and responsible, honest, generous, confident, creative, and tolerant [39]. So many character values are a challenge because each character value has good and bad impacts, both in the short and long term. For example, in the value of the curiosity character contained in the particle dynamics material, it will make the student active in learning. Students will ask when they don't know about the things being discussed, and when the teacher explains and there are those who don't understand they will definitely ask, that's where it will have a good impact on these students. the character of curiosity is seen from the number of students who ask questions, and look for references not only from school books but students use the internet to find learning resources, write the core material explained or explained by the teacher even when students feel it is not clear students ask again , curiosity about the explanations explained by the teacher [40].

Furthermore, if the application of honest character will have a good impact, students will do the task on their own without cheating on their friends nearby. In addition, independent character can also make students confident when doing something without feeling ashamed or afraid. The last is about democratic character, when this character is applied to particle dynamics material, students will express their opinions while conducting discussions or groups and will give rebuttals if what is conveyed is not appropriate according to themselves. Likewise, decision making depends on or is based on common interests [41]. In addition to character values that are applied and have a good impact, there are some character values that are not applied so that they have a bad impact both in the short and long term.

It can be seen in table 2 that there are character values that are not applied in material content analysis, problem analysis, and task analysis on particle dynamics material for SMA class X curriculum 2013. These character values have important values for students, and have many good impacts. if applied. In this case, there are 4 character values that are not applied to material content analysis and task analysis, namely religious, tolerance, national spirit and love for the homeland. However, in the analysis of the problem there is no character value, because there are no questions discussed so that there is no character application in it either.

### *1. Material Content Analysis*

The character values in table 2 are character values that are not included in the material content analysis. This causes short term and long term impacts on students. like a religious character. then students will find it difficult to have an honest nature, because religious character includes a relationship to God, and trains the soul to have an honest and clean nature. This can be seen from the erosion of students' honesty values by making cheating and truancy activities while learning is taking place as a habit that is often done [42]. For example, in Newton's law material, students are not invited to pray before studying even though it is important when they are going to do a lesson because by praying the lesson will run smoothly. Not only that, when the religious character has decreased, students can not pay attention to the teacher when explaining the lesson because students do not understand the meaning of respect, even though if learning to respect is religious, it is very important for students, especially with older people. Furthermore, students do not have the character of tolerance, making it difficult for students to mingle with fellow friends and lack of tolerance among others. They are not loyal to others [41]. For example, in discussion activities regarding Newton's first law, here they are expected to be able to discuss and mingle and exchange opinions. Well in this case there will definitely be a tone of difference of opinion. Here when students do not have the character of tolerance they will not respect the opinions of others so they will be shunned by other friends.

Furthermore, students do not have the character of a national spirit, when students are not taught since they were still in school the national spirit will make students to have a lazy character in various ways so that students do not have a definite purpose in life because their enthusiasm has faded, especially regarding this nation and country. Then, students do not have the character of love for the homeland, students who are not taught from simple things such as flag ceremonies, using domestic products or others, will make students leave things related to the homeland such as using foreign products, and other things. which is detrimental to this country. Then according to the worst journal, students will commit radicalism. The growing radicalism in society is a threat to the unity of the Indonesian nation [25].

### *2. Task analysis*

In the task analysis there are also 4 character values that are not applied to the particle dynamics material in Newton's laws, namely the first student does not have a religious character, will make students dishonest and have other bad attitudes. In this case, students often get assignments either exploring to investigate Newton's laws, or experimenting assignments or independent tasks, these tasks should be done honestly and well. If students are less religious, students also cannot apply good things when doing assignments, students will justify all means so that the task is completed, even though this is not good for the students themselves. Students will not gain knowledge or insight if they do not do the assignments themselves. Furthermore, students do not have the character of tolerance, will make students not easily mingle with others, cannot respect others, or cannot work well if it is in a discussion. Even though the task given to Newton's law is on average a discussion. So here they will discuss badly if one student cannot respect other students, and the given task may not be completed.

Then, students do not have the character of a national spirit, it will make students not have the enthusiasm to do assignments, let alone to defend this nation and country. Students are given an independent task so that students can think according to what the student's abilities are, but if the student does not have the enthusiasm how the student can complete the task that has been given. Surely these students underestimate what has been given by the teacher. Furthermore, students do not have the character of loving their homeland, will make students have a radical attitude then when the

task of experimenting they will definitely need tools and materials to prove a Newton's law, for students who do not love their homeland, they may use tools who come from abroad even though the tools needed are in the country. That is, if the love for the homeland fades, the assigned task may not be done but the student is more focused on lessons related to foreign countries.

Research on character values analysis in physics learning that has been carried out by Putri et al [33], Ong [34], and Wong [35], explains that education plays an important role in developing the potential of students, so that students have good character and skills. needed to contribute in the world of education and globally. Based on the results obtained and the discussion that has been explained, with this research, it is hoped that the characters that were not applied before can be applied properly and appropriately. Analysis of physics textbooks for class X of particle dynamics, it is hoped that students who get complete and appropriate character values can apply them in everyday life so that they will create a better generation.

## CONCLUSION AND SUGGESTION

From the research that has been done by reviewing the physics teacher's book on particle dynamics material for class X SMA 2013 curriculum, it can be concluded that there are still some character values that are not applied in the material. Values that are not embedded are religious, tolerance, national spirit and love for the homeland. This causes a negative impact on students both long-term impact and short-term impact.

## ACKNOWLEDGMENTS

On this occasion, the author would like to thank the supervisors, resource persons and all parties. Because of the support, assistance, guidance and advice from all parties so that this writing is completed properly.

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