

PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

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Teacher Education “Madrasah Ibtidaiyah”

Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

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**PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION
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“Values – Based Learning for Wonderful Children”**

Alhamdulillahirabbil'alamin. Wabibinasta'in 'alaumuridunniyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabibiAjmain. Ammaba'du. Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3rd Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from Tiongkok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3rd Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22nd 2016

International Seminar Committee

PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3rd Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma’arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimiyah Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22nd, 2016

Editorial Team

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SEXUALITY AND SENSUALITY ON TEXT BOOK AND THE EFFECTS TOWARDS CHARACTER EDUCATION AT MADRASAH IBTIDAIYAH OF PADANG CITY

Aziza Meria

Islamic State Institute Imam Bonjol Padang

Abstract

This textbook contains of explanation about certain lesson or field of study which is arranged systematically and has been selected based on students' learning orientation and development to be assimilated. At Madrasah Ibtidaiyah, a text book does not only function as the teaching source, but also a source that indicates character value towards students so that they grow and develop to be emotionally intelligent individuals. Therefore, a text book should be free from sexuality and sensuality values that will interfere or destroy their development. The forms of sexuality and sensuality can be seen from pictures, words and themes provided by the book. Sexuality and sensuality will interfere under-age students' thinking, so that they will imitate, say, or behave as in written on the book. Therefore, to avoid bad effect on students, efforts of minimizing text book effect contains of sexuality and sensuality should be done, so that the implementation of character education at MI will be performed well. Those efforts are redrawing the textbooks and reminding publisher for not including vulgar and sensual words, pictures and theme. Furthermore, they should replace the pictures. However, abstract and cartoon pictures do not appropriate with the development of students. The last effort is the strenghtening mental and religious thinking adulthood of MI students.

A. Background

Regulation of National Education Minister No.11 Year 2005 explained that text book (lesson book) was a sourcebook that must be used by schools which contained learning material in order to improve faith and devotion, character and personality, knowledge competence, technology, sensitivity, and aesthetic ability, and physical potential and health organized based on education national standard¹. A text book is a studying facility utilized by schools and Colleges to support a learning program.

A textbook as learning source in narrow definition,² should consider the level of development and requirements or learners. One of textbook functions is to encourage learners' development and the effort to create a culture for them. The important role of text book is to learning objective, thus schools have to select and use qualified textbooks, such as understandable, polite sentences and illustrations and as the development and requirements, and stabilize characters of learners. Those are prevailed for all education institutional levels, including Madrasah Ibtidaiyyah (furthermore

1 Education and Culture Ministry, *Buku Guru Pendidikan Agama Islam dan Budi Pekerti*, (Jakarta: Education and Culture Ministry, 2013), p. 24

2 In narrow it can be said that learning source is a guideline book or textbook. Besides, as the learning source, it has function as learning media. See, Istarani dan Intan Pulungan, *Ensiklopedi Pendidikan*, (Medan: Media Persada, 2015), h.

is called MI). MI as religion based education institution is aimed to make learners as religious, cautious learners who have good morals, and high skills and intellectuality. The achievement of those objectives should be supported with qualified textbooks.

A textbooks is a very important component in learning system. Its benefits are helping teachers in implementing curriculum organized based on prevailed curriculum and lesson books make students more independent in their learning.³ Therefore, it should be determined a good text book, among them are: 1) the appropriateness between content and curriculum. 2) the appropriateness between material development and topic/theme. 3) cognitive development. 4) good language use. 5) The appropriateness between illustration and reading passage. 6) Morals aspect. 7) Local taboo idioms.⁴

Based on those criteria, it seems that moral aspects, good and language use are good, correct and appropriate with learners' development. Textbooks should be avoided from words and pictures which are not relevant with students' age and thinking, and have not become their needs, such as sensual and sexual pictures and words.

If it seen from Islam perspective, sex education is done importantly for children. However, Islam organizes theme, language, time and method which are relevant for them. For students who are in 7-10, who are primary education students, Islam has appropriate sex education for their growth and development. The emphasis is the material which introduce them restrictions that should never be broken concernig their position as boys and girls or theirs in the society and family.

Sex education material taught in Islam for primary education children among them are grow embarshment on them, separate their bed, educate them to keep their genitals clean, introduce their *mabram*, educate them to keep their sight, etc.

Islam does not deny sex education and picture use in the learning process. However, they organize polite language, obedience, and appropriateness, also inapropriate pictures for learners' development. For example lesson material on *thabarab* (purification), associate manners, and the way they keep their health.

The fact found in some published textbooks which is inapropriate with learners' and Islamic values development and requirements. Such as inapropriate and sexual language, sensual pictures and inapropriate material, which cause them to be courious and imagin something that beyonds their development and needs.

For example, sport and health lesson textbooks for grade 5 on sexual harrassment impacts, such as creating bad memory, pregnancy, and as a result, abortion and baby murdering. On evaluation part, it had been found some irrelevant questions, such as : What is boy's genital name?; What does boy's genital produce?; How can a pregnancy occur? Etc. Certainly, learners have not understood those language uses.

Based on the phenomenon occur previoyusly, the focus of this writing is How sexuality and sensuality as reflected on textbooks and the implementation on character education at MI of Padang City are. The problem limitations are how sensuality and sexuality as in textbooks are, what efforts to erase the influence of textbooks which contains sexuality and sensuality and save learners' character at Madrasah Ibtidaiyyah of Padang City are.

3 Nasution, *Tekhnologi Pendidikan*, (Jakarta: Bumi Aksara, 1999), h. 103

4 Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa 1993), h. 143-150

Therefore, this theme is very important to observe with the considerations: 1. It will find textbooks containing sexuality and sensuality. 2. The avoidance of learners from bad pictures and⁵ language that will disturb their development. 3. Evaluation for Religious Ministry and schools in determining qualified and appropriate textbooks. 4. Cooperative evaluation with publisher of the textbook to MI in Padang City. 5. Avoid the distribution of inappropriate textbook with the development of learners, and the

4. Evaluasi kerja sama dengan penerbit buku teks ke MI di Kota Padang. 5. The emergence of moral degradation of learners caused by textbook.

B. Discussion

Textbooks in School Learning

A textbook is a book contains of explanation on certain lesson or study field organized systematically and had been selected based on learning orientation and development of students to assimilate. This book is able to be used as learning facility in learning activity at school⁶. In its operationalization, textbook is similarized with teaching material, infact, it is clearly different. Teaching material is designed for certain objective, which is organized using certain systematic for learning needs and in the framework of expected competence achievement. It is different to general textbooks which are information sources organized with structure and sequence based on certain knowledge field, and it is not oriented on learning process or competence achievement as teaching material.

National Education Minister Regulation No. 11 Tahun 2005 Regulation of National Education Minister No.11 Year 2005 explained that text book (lesson book) is a sourcebook that must be used by schools which contains learning material in order to improve faith and devotion, character and personality, knowledge competence, technology, sensitivity, and aesthetic ability, and physical potential and health organized based on education national standard⁷.

Of the explanation it was clearly stated that a book was one of important learning components and intructional media which had dominant role at class and important equipment to deliver curriculum material, thus school book has central role on all level⁸.

In order to create students' creativity in studying, the presentation style of textbooks should encourage students to think, act, try, value and behave, also accustom students to create⁹.

Textbook characteristics can be used as benchmark of textbook quality determination. Textbook is said to have high quality if a set of quality is fullfilled, on the other hand, it is said to have low quality if the quality is not fullfilled¹⁰. Textbooks and lesson book contained of two types, such as primer lesson book which were provided by the government and complement learning books published by private organization.¹¹

5 Textbook of Sport Lesson for Grade V SD/MI, h. 48

6 Masnur Muslich, *Text Book Writing*, (Yogyakarta: Arr-Ruzz Media, 2010), h. 24

7 Education and Culture Ministry, *Buku Guru Pendidikan Agama Islam.....*, p. 24

8 Dedi Supardi, *Anatomi Buku Sekolah di Indonesia*, (Yogyakarta: Adicitakarya Nusa, 2000), h. 46

9 *Ibid.*, h. 61-62

10 *Ibid.*, h. 292

11 Dedi Supriadi, *Anatomi Buku Sekolah.....*, h. 1

The benefits of lesson book were: 1. help teachers implementing curriculum organized based on prevailed curriculum. 2. As guideline in determining teaching method. 3. Give students opportunity to repeat lesson and learn new lesson. 4. Can be used for the next years and if it is revised, it lasts for so long. 5. Give lesson continuity at class on teaching standard materials. 6. Have uniform member on teaching standard material. 7. Give more steady knowledge and teaching method if the teacher used from year to year.¹²

The egibility valuation standards of lesson book covered presentation, language¹³, and readability and graph.¹⁴ The material and content should pay attention to 4 aspects, such as relevance, edaquacy, accuracy, and propotionality).¹⁵ In the national security, what should be taken as attention are lesson books content did not contradict with: pancasila, The Constitution of 1945, GBHN or An Outline of State Policy, prevailed law and regulation, societies' ethics and did not contadict with SARA ¹⁶

In the book of *Telaah Kurikulum Bahasa Indonesia*, it was explained a book criteria which was considered as good if it fulfilled the eight criteria, such as organized and systematic, content appropriateness with curriculum, material development appropriateness with theme/ topic, cognitive development, language use, illustration appropriateness with reading text, moral aspect or local taboo idiom.¹⁷

Sexuality and Sex Education in Islam

The definition of sexuality could be 3 forms:¹⁸1. Content, characteristic or role of sex. Men and Women had sexual function and signs. Such as primary sexuality signs on men, such as experiencing wet dream for men and menstruation for women, 2. Sexual drive. A certain feeling felt so that an individual did a sexual action. 3. Sexual life, an individual's action to do sexual action.

Sexual drive experienced was originally from inner or external side of the individual. Inner drive was when the person unconsciously and without stimulation from external felt sexual drive and action. While external drive was when he/she got influence or stimulation so that it caused sexual action. Such as performance, reading, listening other people's experience, etc.

Sex education was an information on clear and correct human sexuality problem. The information included the conception proress, pregnancy to birth, sexual actions, relationships

12 Nasution, *Tekhnologi Pendidikan*, (Jakarta: Bumi Aksara, 1999), h. 103

13 Language aspects such as paragraph, form, and word choice, terms use, sentence and spelling structure.

14 Graphic aspects such as typography (font size, space, strucure wide and form, or column), position (pattern or margin, balance and appropriateness), printing quality, illustration or picture and cover presentation).

15 National Education Ministry, *Standar Penilaian Buku Pelajaran*, (Jakarta: Pusan Buku, 2003), h. 10. Added by Mungin Edi Wibowo that the lesson book material should be taken attention: 1. Content relevance with prevailed curriculum, competence owned by the graduates, and relevance with students' development and characteristic. 2. Adequacy contains the meaning that material content should be appropriate in achieving the competence. 3. Accuracy means that material presented should be scientific, sophisticated and beneficial for life, packaging is relevant to knowledge. 4. Propotionality means that material explanation fulfills completeness and depth balance, balanced between primary and supporting material. See, Mungin Edy Wibowo, *Hati Hati Menggunakan Buku Pelajaran*, <http://www.mailarchive.com/ppindia@yahoo.com> h. 2

16 Dedi Supriadi, *Anatomi Buku Sekolah.....*, h. 178-180

17 Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa 1993), h. 143-150

18 <http://jurnalperempuan.com/2011/05/seni-pertunjukan>

and health, mental and social aspects.¹⁹ According to Dr. Abdullah Nashih Ulwan, sexual education was the the effort of teaching, awareness, and explanation about sexual problem given to students since they understood problems concerning sex, instinct, and marriage.²⁰

Besides, there were factors of why sex education was very important for children:

1. In which children would grow to be a teenager, they had not understood sex education. The incomprehension caused them to be irresponsible with their sex or anatomy health.
2. The effect on incomprehension of teenagers about this sex educationn was that, there were many negative things ocured, such as the high level of sexual intercourse beyond marriage, unwanted pregnancy, HIV virus transmission, etc.

The sexuality and sensuality deficiency could be seen from Islam perspective, thus Islam denied conversation on sexual matters. However, Islam had polite, appropriate and proper ways as the development of children in revealing things considered as taboo. Islam utilized preventive method in expressing those matters.

Each individual had three personality aspects, such as religion, intellectuality, and phisical condition, and desire to satisfy those three things. Islam suggested that those three aspects should be fullfilled in holy and healthy method, without overstating it and suffering as the order of Alquran.²¹ The need of sexual education was naturally intended so that children are able to understand the right sex with religious base.

It was undoubted that Islam did not only suggested sexual behavior improvement on children world, but also in adult life. Since a moslem educator was successful in organizing sexual activity on adults (parents), it would influence sexual education on children, in which parents taught them secure or healthy sexual attitude.

Islam described that basic sex education for children was parents' behaviors improvement in doing sexual intercourse, in other words, Islam suggested parents to pay attention to conditions when they would have sexual intercourse. It could be seen from the prophet's hadits wich meant *"For Allah's Sake that my self in Him, if a husband intercourse his wife, while there is a kid at home who is awake and see them, and listen to their words and gasps, he would get benefit, if the child is boy or girl, becomes an adulterer."*

Sex education principles as in Islam perspective were practical sex education principles that needed to be implemented in children as explained by in *"Pendidikan Seks Untuk Anak dalam Islam"* (2011) were: 1. Embeding embarashment on children, 2) embeding maleness soul on males and feminity on females.²² 3. Separating their beds. ²³4. Introducing visiting time (asking

19 Diana Septi. *Pentingnya Pendidikan Seks*. (2011) <http://belajarpsikologi.com/pentingnya-pendidikan-seks-sex-education/> diakses pada tanggal 09 April 201

20 Abdullah Nashih Ulwah, *Pendidikan Anak dalam Islam*, (Jakarta: Pustaka Amani, 1995), Jilid 1, h. 123

21 Abudin Nata, *Kapita Selecta*, (Jakarta: PT Rajawali Persada, 2012), h. 68

22 Ibnu Abbas ra. berkata: *Rasulullah saw. melaknat laki-laki yang berlagak wanita dan wanita yang berlagak meniru laki-laki*. (HR al-Bukhari).

23 Dari Amr bin Syaib, dari bapaknya, dari kakeknya, dia berkata, *"Rasulllah shallallahu alaihi wa sallam bersabda:*

مُرُوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سَبْعِ سِنِينَ وَاصْرَبُوهُمْ عَلَيْهَا وَهُمْ أَبْنَاءُ عَشْرِ سِنِينَ وَفَرَّقُوا بَيْنَهُمْ فِي
(صحيح أبي داود "وصححه الألباني في 495، رواه أبو داود ، رقم) الْمُصْنَجِعِ

"Perintahkan anak-anak kalian untuk melakukan shalat saat mereka berusia tujuh tahun, dan pukullah jika mereka telah berusia sepuluh tahun, serta pisahkan mereka di tempat tidur mereka." (HR. Abu Dawud, no.495 dan dishohehkan oleh Al-Alban di Shoheh Abi Dawud).

for permission in 3 periods of time). The three time determination children were not allowed to enter adult's room except asking for permission: before syubuh, midday prayer and after Isya prayer²⁴. 5. Educating genital cleanness. 6) introducing their *mahram*.²⁵ 7. Educating children to keep their eyes. 8. Educating children for not doing *ikhtilâ*²⁶ 9. Educating children for not doing *khalwat*²⁷. 10. Educating titivate ethics. 11. *Ihtilâm* and menstruation.²⁸

Character Education

Character education was an effort to educate children so that they could decide wise decision on day to day basis.²⁹ Another definition of character education was value transformation process of life values to be developed in an individual's personality to become the individual's behavior.³⁰ The objective of character education was to improve the uquality of education process and result which directed to sincere character of learns as a whole, intergatively and balance as the graduate competence standard on a set of education. The direction to the form of school culture, Madrasah was values based on behaviors, tradition, daily habit, and symbols practiced by school community.³¹ Character values were expected to grow and develop in formal and non formal education institution culture, such as honest, responsible, smart, healthy and clean, care, creative and cooperative.³²

يَا أَيُّهَا الَّذِينَ آمَنُوا لَيْسَ تُدْنِكُمُ الَّذِينَ مَلَكَتْ أَيْمَانُكُمْ وَالَّذِينَ لَمْ يَبْلُغُوا الْحُلُمَ مِنْكُمْ ثَلَاثَ مَرَّاتٍ مِنْ قَبْلِ صَلَاةِ الْفَجْرِ وَحِينَ تَضَعُونَ ثِيَابَكُمْ مِنَ الظَّهِيرَةِ وَمِنْ بَعْدِ صَلَاةِ الْعِشَاءِ ثَلَاثُ عَوْرَاتٍ لَكُمْ لَيْسَ عَلَيْكُمْ وَلَا عَلَيْهِمْ جُنَاحٌ بَعْدَ هُنَّ طَوَّافُونَ عَلَيْكُمْ بَعْضُكُمْ عَلَى بَعْضٍ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ وَاللَّهُ عَلِيمٌ حَكِيمٌ (سورة النور: 58)

“Hi faithful people, your slaves (men an women) and people who have not been adult among you, ask you three times (in a day), which was before dawn prayer; when you put of your outer clothes in the midday and after Isya prayer (Those) are your three genitalias, a part of you (there is need) to a part of (the other). Allah explains verses for you and the Almighty Allah knows and is Wise. The words of Allah Ta’ala.”

وإِذَا بَلَغَ الْأَطْفَالُ مِنْكُمُ الْحُلُمَ فَلْيَسْتَأْذِنُوا كَمَا اسْتَأْذَنَ الَّذِينَ مِنْ قَبْلِهِمْ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ وَاللَّهُ عَلِيمٌ حَكِيمٌ (سورة النور: 59)

“And when your children who have been in balig age, they must ask permission as people before them who asked for permission. Thus Allah explains His verses, and the Almighty Allah knows and is Wise. The words of Allah Ta’ala.” (QS. An-Nur: 59)

25 Allah SWT had explained who *mahram* in the letter of an-Nisa (4) verse 22-23 is. Not all women deserve to be married by a man. Whoever a woman that is proscribed and allowed has been determined by Islam syariat. This decision should be given to children so that they are able to keep their daily relationship with women who are not his *mahram*. It is one of important parts of the introduced position of proscribed people who are married in children sex education. Therefore, it is known firmly that Islam proscribes incest, which is marriage among siblings or his *mahram*. Allah has explained who the mahram are in letter of an-Nisa³ (4) verse 22-23.

26 *Ikhtilâ* is the intercourse between man and woman who are not haram without needs allowed by Islam syariat.

27 *khalwat* is when a man and woman who are not mahram are in a location, only both of them. Usually they choose hidden place that can be seen by other people.

28 *Ihtilâm* is the sign of man who has entered *balig* age. Period is experienced by woman.

29 Ratna Mengawani, Pendidikan Karakter: Solusi yang Tepat untuk Membangun Bangsa, (Bogor: Indonesia Hariange Faundotation, 2004), h. 95

30 Dharma Kesuma, dkk, Pendidikan Karakter: Kajian Teori dan Praktik di Sekolah, (Bandung: Rosdakarya, 2011), h. 5

31 E Mulyasa, Manajemen Pendidikan Karakter, (Jakarta: Bumi Aksara, 2011), h. 9

32 Muchlas Samani dan Hariyanto, Konsep dan Model Pendidikan Karakter, (Bandung: Remaja Rosdakarya,

Character education was moral education plus, which involved knowledge theories, feelings, and actions. It was expected that character education with three aspects mentioned previously would give birth emotionally smart individuals.³³ Therefore, they had positive values in life which were expected to have by learners so that they were emotionally smart and success in academic field. In order to get it, there should be an institution which was responsible intellectually, which is set the society free from societies who damage civilization, welfare and normal life.³⁴

Based on the theory and implementation of character education above, in order to make learners to have good and strong character, all components of education at the institution should be synergized to achieve it, including text books as learners' teaching source, should contain positive or appropriate content. It should be free from sexuality and sensuality that could disturb learners' growth and development.

Result of The Research

1. Forms of Sensuality as in Pictures of Text Book of Madrasah Ibtidaiyah in Padang City

Sensuality as in MI textbook that would be proposed were things indicated and accentuated in forms of behaviors and parts of body in syar'i could not be done and showed. Standards of sensuality on pictures would be different based on certain point of view. For example, the sensual standard on art and religious fields are different. For artistic world, showing a part of body parts were sometimes not sensual because it was a part of beauty, even, the sensuality could become a part of beauty. However, if it was seen from religious aspect, showing body parts were forbidden, it was not a beauty but a sin.

This research determined the sensuality standard which was based on religion or religious norms because MI was a religious education institution which students were 6-12 years old, age period that was vulnerable in the development. Therefore, some sensuality found and shown in MI textbook were: First, pictures that showed genitals. Padang Local Government issued Government Regulation so that moslem students who were studying at Padang Local Government Area should wear clothes that closed their genitals.

The rules which became the education system in Padang City should be supported with education component and a part of the components. Such as media component and learning sources, all material and content of textbook should support the achievement and implementation of education objectives of Padang City. Therefore, pictures which showed genitals were less appropriate examples of textbooks because it contained sensuality value. For example, reproduction organ picture and man's genital.³⁵

Second, Pictures which showed improper behavior. Sensuality could also be shown through pictures that indicates inappropriate actions. For example a picture of a man and woman who are (2011). Other opinion stated that there were 8 character education values, such as priority, aesthetic, work, patriotism, democracy, unity, moral and humanity values. See, Muhammad Fadhillah dan Lilif Mualifatu Khorida, *Pendidikan Karakter Anak Usia Dini*, Yogyakarta: Ar-Ruzz Media, 2013), h. 35-39

33 Masnur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: Bumi Aksara, 2011)

34 Budhy Munawar Rahman, *Pendidikan Karakter, Pendidikan untuk Menghidupkan Nilai untuk Pesantren, Madrasah dan Sekolah*, (ttp :, The Asia Fondation, 2016), h. 438.

35 Haryanto, *Sains Madrasah Ibtidaiyah, Kelas VI*, (Jakarta: Erlangga, 2012), h. 24

dating.³⁶ A woman smeared charcoal on man's face.³⁷ Both examples raised negative behavior stimulation on students because not all of them could take a lesson and learning from what they had seen.

Third, displayed sensuality object.

If it was seen from MI textbook, based on the sensuality standard as proposed above, the objects which were displayed on the book text were woman's body parts. The reason had been common assumption that woman's body parts contained of sensual and artistic values which were appropriate to display. Although the opinion contradicted with Islam, for Islam, beauty is not for display, however, it should be kept and respected well.

1. Sexuality form as in the Reading of Madrasah Ibtidaiyyah Textbook in Padang City

The forms of sexuality as in MI textbook were words or sentences. Those words had not been appropriate known by MI students, so it should not be put in the students' textbooks. Among the words which contained of sexuality was : Tony pat Hani's shoulder.³⁸ Present humans were created from jizz.³⁹ Ibrahim was circumcised in age of 80.⁴⁰

The question: Who old was Ibrahim Prophet circumcised?⁴¹ ...enabled a puberty man an woman created a baby..⁴² It was seen in some above words and sentence. There were sentences which taught less good behavior and stimulated students to imitate the action mentioned, such as the word "pat" of the opposite sex who were not *muhrim*, created a baby, etc. Also the words of jizz, vagina, testicle, bigger, masturbation, and etc.

Based on those words, it should be better to use words that were not too vulgar (vulgar for MI students, but not vulgar if they were used by adult for scientific interest). Those words could be replaced with temporary words understood by children such as man and woman's genital, etc.

It was expected that the learning theme did not contain negative message, such as a story of a person who had a lover.⁴³ It had not been MI students' needs. There were still many learning themes that contained of positive values in building students' personality.

Based on the fact and data mentioned above, the government should cooperate with a publisher that supplied textbooks to schools, especially religious primary education institution such as MI. The information obtained was that Central Religious Ministry had experts who selected and evaluated the making and supplying textbooks before it went into printing house, however, they had weaknesses, such as:⁴⁴

1. Mostly scientists that selected were not scientists in Islam education field
2. The selection was done by the scientist before it went into a printing house, after the textbooks were printed they could not rechecked.

Ahli yang menyeleksi kebanyakan bukanlah ahli di bidang pendidikan Islam

36 Wiyadi, *Akidah Akhlak, Kelas II Madrasah Ibtidaiyyah*, (Jakarta: Tiga Serangkai, 2009), h. 125

37 Suhardi, *Seni Budaya dan Keterampilan, Kelas II*, (Solo: Usaha Makmur, 2013), h. 54

38 Lembaran Kerja Sekolah, *Bahasa Indonesia, Kelas V*, h. 16

39 Aris Paridi, *Akidah Akhlak Kelas V*, (Jakarta: Arya Duta, t.tt), h. 17

40 Tanwir Hadi, *Pengantar Fikih untu Madrasah Ibtidaiyyah*, (Jakarta: Tiga Serangkai, 2008), h. 23

41 *Ibid.*, h. 24

42 Haryanto, *Sains Madrasah.....*, h. 23

43 Lembara Kerja Sekolah, *Bahasa Indonesia, Kelas V*, h. 14

44 Suci, Pegawai Kementerian Agama Jakarta, *di Kantor, Wawancara* , Selasa 6 Oktober 2015

3. Not all publishers had the same commitment towards the content of textbook, the content might be different.

2. Effort to eliminate the Influence of Textbooks containing Sexuality and Sensuality in saving the characters of Madrasah Ibtidaiyyah learners in Padang City

Booktext or teaching book was considered even it was proven to give bad impact on students' development. Certainly, it should be seriously followed up. The impacts emerged by textbook which contained of sensuality and sexuality were interfere students' intellectual, mental, social and personal development. However, the influence of sensuality and secuality on textbook could be solved and minimized through:

The textbook withdrawal which contained *sara* element had been conducted in 2009. It was done towards Physical and Health Education book for students of Grade 4 which reflected inappropriate words for students' development. When they received complaint from school, those books were withdrawn and the publisher might be responsible.⁴⁵

The procurement of books was done at Cenral Religiion Ministry, the Local Ministry only followed and received the books and distributed them to schools. It was similar to what had been revealed by Yakub who stated that schools did not have authority to procure the textbooks. If there was a book flaw or deviation, those schools would reported to Religious Ministry and waited the follow up of the goverment. The thing that could be done was to instruct teachers to minimize the bad impacts of the deviation, therefore, students' knowledge and understanding were correct.⁴⁶

a. Giving right and straightened knowledge and understanding

It could not be denied that present students have recognized sexuality and sensuality had bad influence for their development seen from various aspects. Reading and performance that they could seen, listended and experienced could be a source for them to get sexuality and sensuality, therefore it was able to gave bad impact on daily intercommunication. It was expected that through education at school was able to minimize and eliminate the impact through teaching.

Therefore, the teaching function is to minimize bad influence of sexuality and sensuality that had been known previously, it had to be supported by teaching components. One of them was textbook which functioned as students' learning souce and media. Textbook as learning souce was expected to give correct knowledge and understanding. While as the learning media, textbook was expected to give example to support message delivered by teaching source. Therefore, it was expected that textbooks could give good contribution for information which was far from values that damaged students' development such as sexuality and sensuality.

45 Erman, Kasi Madrasah Kementerian Agama Padang, di Kantor, *Wawancara*, 22 Agustus 2015

46 Yakub, Kepala Sekolah MIN, di Sekolah, *Wawancara*, Sabtu, 3 Oktober 2015

b. Replacing pictures with abstract pictures or cartoons

The problem of sensual pictures also had become a problem. Moreover, when the textbooks were used at religion education institution, such as *pesantren*, *madrasah*, Integral Islam Primary School. When a school obliged their learners to close their genitals and gave good moral example, it was expected that textbook also adjusted it. Pictures displayed should indicate clothes which were the most appropriate with Islam syariat.

As the step of minimalizing bad influence as what proposed previously, the researcher saw book published by Grafindo Media Utama was replaced into cartoon picture. It was done to disguise woman's pictures who did not cover their genitals, so that students considered it as play pictures. As a result, it became the essence of message that would be delivered was caught by students.⁴⁷ Another solution was to replace the picture with clear words explanation understood by the students, and also the message that could be received by them.

c. The strengthening of students' thinking, mental and religion

Sometimes, material or theme that should be known by students could not be avoided or imitated in textbooks. The knowledge and understanding should use the media. Therefore, teacher's skill was demanded to explain the theme using media considered as taboo to be knowledge which was receivable by students without misunderstanding and bad impact towards students' development. Another solution was that teacher did not overly discuss the material and was smart by using a media which could be received by students so that they did not give wilder questions.

Character education at MI would be difficult to implement if textbooks as the learning source which full of inappropriate values for learners to receive it. Based on the characteristics MI learners characteristics, without policy to handle it, so the government's policy on character education will be difficult to implement.

C. Closing

Based on the research that had been done on sexuality and sensuality as in booktexts and the influences towards character education at MI of Padan City, so, it could be draw a conclusion that:

1. Some MI textbooks, it was found pictures that indicated genitals, especially women, inappropriate behaviors and they who always became sensuality.
2. It was found words and theme which contained sexuality element, words directed to MI learners would cause misunderstanding and wild imagination for them. The language should not be vulgar and appropriate with their development.
3. Efforts to eliminate the influence of Textbooks contained of sexuality and sensuality so that it influenced the implementation of character education of MI Character education was to withdraw those textbooks. Furthermore, we recommended book publisher to replace the real picture with cartoon picture. Finally, the strengthening of learners' adulthood, mental,

47 Rahmawati Sabri, Editor Penerbit PT Grafindo Media Utama, *Wawancara Melalui Telpon*, Senin, 7 September 2015

and religious thinking that were continuously done. These three things were the essence of character education of learners at MI in Padang City.

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