

ANALYSIS OF CHARACTER EDUCATION VALUE ON ENGLISH TEXTBOOK STUDENTS GRADE SEVENTH OF SMPN 10 PAREPARE

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Abstract

Character education values should be taken into consideration in teaching and learning material. The textbook is the media that can be used in teaching character education. This research aimed to determine what character education values in English textbook students for grade seventh entitled “When English Rings A Bells.” This research was focused on revealing the character education value based on The Ministry of Education and Culture within the textbooks. This research used a content analysis study to know the implemented EFL textbook. The procedure in data collection was a table checklist and documentation. The data analysis technique is data collection, data reduction, data display, and conclusion. The results show that Character Educational value in the English textbook entitled When English Rings A Bell, The value of Friendship/Communicative was the most common value at 21%. Then it was followed by Independent with 17%. The other value such as Religious 12%. Hard work value contains 7%. Discipline and Social Care value 5%. Curiosity value 4.6%. Creativity, Nationalism, and Appreciation Achievement 4.1%. Environmental Awareness and Honesty value 3.5%. Reading Interest value 2.5%. Tolerance value with 2.0%. Patriotism and Responsibility value contains 1.02%. The smallest was the Love and Peace value of 0.5%. These findings conclude that the textbook contains educational character values, and upcoming for future textbooks must pay a lot more attention to character values.

Keywords: *Character Education, Value, Textbook Analysis, English textbook, 2013 Curriculum,*

Introduction

A textbook is one of many items commonly used in the teaching and learning process. It is one of the most accessible sources of information, and it serves as one of many tools to aid students in gaining a comprehensive understanding of subject material. Because of the importance of textbooks in the learning and teaching process, teachers must select a better textbook that meets the needs of their pupils. When teaching in the classroom, a textbook can save teachers time by allowing them to select less and adapt English materials for their pupils. Students and teachers will benefit from the textbook’s assistance. It is intended that, by studying English, Indonesians will be able to maintain communication with people all over the world. The study of English continues to hold a significant position in our educational system.

In terms of the teaching and learning materials, English's teaching and learning process in Indonesia depends on much on the use of textbooks. Textbooks are the basic learning materials used to support learning and teaching. As affirmed by Harmer, the most important aspect of a textbook is used by the teachers to engage students with the content they are going to be dealing with.

Character is more than just how people appear on the outside; it also covers a person's personality and temperament. She also explains that each person's attitude varies. It is possible to say that people's characteristics can be grown and created in order for them to be accepted in society. If that individual is trained and given positive role models, they can develop positive character traits. Values both dictate how individuals should behave in society in order to be acceptable and act as a guide for people to pursue a good lifestyle. Students' self-awareness and social interaction among peers improve as a result of character education, and their academic achievement improves as a result of a better learning environment.

Given the importance of character education, as stated above, the Republic of Indonesia's government believes that the essence of character education should be reborn and re-implemented in the country's educational system. The Republic of Indonesia's Ministry of Education is implementing a new curriculum called curriculum 2013. This curriculum was created to make learning more fun for students and to generate well-rounded graduates who are not only knowledgeable and skilled but also have high moral and ethical values.

In the 2013 curriculum, 18-character education values can form students' personalities. This signifies that character education has been added to the 2013 curriculum as a goal and concern. As many people know that education is for everyone. Character education is a component of education that plays a critical role in improving education quality in Indonesia. Character education plays a vital part in developing children with positive personalities and noble character.

These days, many English textbooks have been published, either by local or international publishers. When the government issues a new curriculum, there must be a slew of new English textbooks to accompany it, because the study's purpose will be based on the new curriculum as well. For the English textbook that was used, the book "When English Rings A Bell" has been revised three times. And this research, the researcher chose the "When English Rings the Bell" for the seventh grade that 2017 revised, this book based on the curriculum 2013 that gathered nowadays.

According to Helendra in her research entitled *The Moral Values On English Textbook (A Content Analysis Of English Textbooks For Junior High School Students Published By The Ministry of Education and Culture)* The focus of this research was to research the moral values in the National Ministry of Education and Culture's English textbooks for seventh, eighth, and ninth grades. This study's findings can be divided into the following sections. To begin with, the finding shows that Borba's concept of moral values could be easily included in a textbook, although the frequency of moral values was not uniform in distribution. Moral principles were given in a variety of methods, including chapter titles, objectives, quotes, passages, photos, songs, exercise instructions, and sentence examples. Most teachers agreed that all types of moral textbooks already existed in their textbooks. They had integrated moral values with learning instructions such as role-play, group discussion, active learning, and collaborative learning. All students were aware of the moral values in the textbooks.

According to Rohmah Hidayat in his research entitled *analysis of character education value in the English textbook "Bahasa Inggris"*. This analysis focused on reading skill. This study used content analysis and description design. The information was gathered from the English textbook "Bahasa Inggris SMA/SMK" for tenth-grade students in senior high school semester 2. The findings of this study show that the reading section of the English textbook "Bahasa Inggris SMA/SMK" for tenth-grade students in semester 2 of senior high school represents 14 of the 18 character values of Character Education Values: religious, honest, tolerant, discipline, hard work, creative, curious, Nationalism, patriotism, appreciative of achievement, friendly or communication, love peace, social cared, and responsible. The four unavailable qualities were: environmental awareness, independence, democracy, and enjoyment of reading. As a result, the reading material still had character values that could be used as instructional resources. Based on the findings of the study, it is hoped that by increasing the ideal execution of the 18 character educational values provided by the Ministry of Education, students' character will be transformed into noble character.

A character can be assumed as someone's identity, characteristics, and personality. Therefore, a character can be understood as someone's characteristic, which cannot be seen and judged only by seeing their appearance. Instead, it goes deeper into one's personality and it shows the true identity of someone since it stresses not in the outer part but the inner part. Value is described as that is believed to be excellent, beneficial, and most correct according to one's opinions. It is derived from the Latin term value, which means useful, capable of will, power, and force. The property of a helpful product that can make the individuals who live it

feel dignified is called value. Value is often related to beliefs about something good or bad that lead to the desired way of life.

Character is closely related to values. Character is recognized as a part of values because it guides people to have a good attitude and behavior. Values are a source of the expected and desirable characteristics to be carried out by people. Character education is a program in the educational system that is organized and implemented in schools with the explicit goal of shaping students' character and instilling educational values. Character education is an intentional endeavor to promote virtue, objectively good human attributes that are beneficial to both the individual and society.

The Ministry of National Education has proposed character education into eighteen values to be fulfilled. These values must be possessed by the students by implementing them from the various aspects curriculum. They are derived from religious values, Pancasila values, cultural values, and the aim of Indonesian national education. These values also are derived from the five main clusters of character values mentioned earlier. Those 18 characters are described by the Ministry of Education. There are; Religiousness, Honesty, Tolerance, Discipline, Perseverance, Creativity, Independence, Democracy, Curiosity, Nationalism, Patriotism, Appreciation, Friendliness/ communication, Love of Peace, Reading Interest, Environmental Awareness, Social Awareness, and Responsibility. Those character values can be additional values to be inserted in the textbook or to be instilled in the students. Thus, the students have many good values that can be applied in their daily life.

In this research, the researcher chose character values from The Ministry of National Education as the basis of analysis. However, the description of each value is taken from Kemendikbud and other experts that had been mentioned previously.

Method

The design of this research was used critical thinking discourse analysis (content analysis) to show the character educational value on the textbook for Junior High School grade seven based on 18 characters educational value of the Ministry of Education. This research will analyze character education in English Textbook Entitled "When English Rings a Bell" with the basic competence of the 2013 curriculum.

The researcher analysis of Character Educational Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell, published by the Ministry of Educational and Culture of Indonesia. This book is divided into eight chapters, each analyzing

one of the 18 character education values. The researcher will next go through each chapter one by one, beginning with chapter one and ending with chapter eight.

The way in collecting data is documentation or of non-written records (audiotapes, youtube videos, photographs, videotapes, etc) and table checks. There are 8 chapters in the 2013 curriculum English textbook entitled “When English Rings A Bell” for the seventh grade of Junior High School. Then the researcher will analyze the sentence of each chapter with a focus on 18 character education values.

After collecting the data from the textbook as a document in this study, the data will analyze qualitatively and report descriptively. In analyzing the data, the writer analyzes message content and manages the message or a tool for observing and analyzing the content of open communication behavior of selected communicators. The researcher will analyze the document by using an analysis procedure communicators. The researcher will analyze the document by using an analysis procedure: data collection, data reduction, data display, and conclusion.

Result

The following resulted from the analysis of Character Educational Values on English Textbook entitled “When English Rings A Bell”

Table 1. Character Educational Values on English Textbook When English Rings A Bell.

Values	Chapter								Total	Percentage
	1	2	3	4	5	6	7	8		
Religious	6	1	3	3	6	0	5	0	24	12.30%
Honesty	2	0	0	0	2	1	2	0	7	3.58%
Tolerance	3	0	0	0	1	0	0	0	4	2.05%
Discipline	0	0	5	0	2	3	0	0	10	5.12%
Hard work	3	6	2	0	0	0	2	1	14	7.17%
Creativity	0	1	5	0	1	0	1	0	8	4.10%
Independent	1	6	7	18	0	0	0	2	34	17.43%
Democracy	0	0	0	0	0	0	0	0	0	0%
Curiosity	0	0	1	1	5	2	0	0	9	4.61%
Nationalism	0	4	1	0	0	0	3	0	8	4.10%
Patriotism	0	0	0	0	0	0	2	0	2	1.02%
Appreciation	1	0	0	0	2	1	4	0	8	4.10%

Friendliness/ Communicative	11	1	4	2	12	6	6	0	42	21.53%
Love of peace	0	0	1	0	0	0	0	0	1	0.51%
Reading Interest	0	1	1	1	0	1	1	0	5	2.56%
Environmental Awareness	2	0	1	0	2	2	0	0	7	3.58%
Social Care	3	0	0	2	2	3	0	0	10	5.12%
Responsibility	1	0	0	0	0	1	0	0	2	1.02%
Total	33	20	31	27	35	20	26	3	195	100%

Source data: English Textbook for seventh grade students, 2016

Based on the results of the analysis and discussion that has been described shows that character educational value in the English textbook entitled *When English Rings A Bell*. Each chapter showed a different number of character education values, according to the findings. The value of Friendliness/Communicative is very dominant where it (21.53%) and the second value is Independent with (17.43%). The value Religious (12.30 %.) Hard work value 7%. Discipline and Social Care value (5.12%). Next, curiosity value (4.61%). Next Creativity, Nationalism, and Appreciation Achievement with (4.10%). environmental Awareness and Honesty values (3.58%). Reading Interest value (2.56%). Tolerance value (2.05%). Patriotism and Responsibility value (1.02%). Last, Love and Peace value with (0.51%). A character value that did not present in the textbook is democracy.

In addition to the frequency analysis, this research applies narrative analysis to interpret the content which represents character educational value. The analysis shows the most character educational value represented in the textbook below:

Text 1:

"Hello, my name is Yohannes" "Good evening everybody, how are you?" (When English Rings A Bell textbook grade 7, p.31)

The sentence is very contained the value of friendliness or communication because students introduce themselves. Friendliness or communication is exhibiting a willingness to communicate, be pleasant, and collaborate with others.

Text 2:

"We will repeat the presentation after the teacher one by one" (When English Rings A Bell textbook grade 7, p.60)

The sentences show students have to do the assignment by their selves alone. It is known as independent means that it is difficult to lie on other people to finish their works. Independent is attitudes and behaviors that are difficult to depend on others to complete tasks.

Text 3:

"He does not forget to pray before sleep." (When English Rings A Bell textbook grade 7, p.42)

Then it already contains religious characters, and it shows gratitude to God so that each student can understand the religious character in their English books. Religious according to Retno Listyarti religious are attitudes and behaviors that are obedient to the rules of religion.

Text 3:

"First, we will hear our teacher state a situation. Then, we will respond with a proper statement to thank or to say sorry." "he's a hard worker." (When English Rings A Bell textbook grade 7, p.163)

This value was commonly found in textbooks in learning instruction, such as Then there was another example, such as Although hard work is a vital aspect of maximizing a student's potential, pupils can only achieve at their highest levels if they believe they are in charge of their own success and capable of high achievement.

Text 4:

I always go to school at 6. am. That's why I'm never late". "I always leave home at 6. I don't want to be late". (When English Rings A Bell textbook grade 7, p.106)

That sentence also has a character of discipline value because it reminds students of the importance of knowing when it is time to leave the house and when it is time to go to school so that they may apply the character values found in textbooks to their own lives. Discipline requires a commitment to obey established regulations and rules.

Text 5:

"Udin is helping his father" "look! Edo is very helpful" (When English Rings A Bell textbook grade 7, p.117)

The sentence contains the value of social awareness because these sentences show a sense of caring for others. Respecting others' opinions, being kind, friendly without discriminating between ethnicity and religion, mutual respect, controlling emotions, not mocking friends, designing and carrying out various social activities, respecting school officials, helping each other, visiting sick friends, and mourning when a student's parent dies are all characteristics of social care demonstrated by students.

Discussion

The research was conducted to analyze the character values in an English textbook for seventh-grade students entitled “When English Ring the Bell” used by seventh-grade students. By selecting “When English Rings a Bell” as an English textbook for seventh grade, data from eighteen characters from the Ministry of Education and Culture were analyzed to determine acceptable character values based on traits and indicators. Character values must be contained in English textbooks with curriculum 2013 and character values must be present in the material in the textbooks. Character values are very important for students, the school environment, and the 2013 curriculum.

Based on the research analysis of the research question that is character education values are represented in the textbook. It demonstrates that, as a result of the previously discussed analysis, the English textbook is suitable for use as a teaching tool. However, not all the book’s character values are apparent. Friendliness/communicativeness has the highest percentage of character values among the eighteen-character values. The friendliness character becomes the dominant character in influencing other characters’ education. Based on the research analysis, the character of education in the English textbook entitled When English Rings A Bells the total frequency of character value that emerged in the textbook was 195 times. It shows, in chapter 1, there are 33 character values, 20 character values in Chapter 2, 31 character values in Chapter 3, 27 character values in Chapter 4, 35 character values in Chapter 5, 20 character values in Chapter 6, 26 character values in Chapter 7, and 3 character values Chapter 8. There is no democratic value found in the textbook.

The character education values were inherently presented in different ways such as guide tasks, English conversations, pictures, and so forth. It means that most of the components of textbooks can be inculcated with character educational values. As a result, when textbook writers realize the importance of integrating character educational values, textbooks become a good medium to promote and deepen character educational values in students. Because of the importance of establishing and implementing good behavior for individuals, a character is an absolute answer to building a better existence in society. Moral knowledge, moral feeling, and moral activity, according to Lickona, are three interrelated performances of substantive activities. A good character is supported by knowledge of the good, the desire to do something good, and doing good deeds, based on these three components. Character education is very important because every student must apply the character values published by the Ministry of

Education and Culture. After all, it has become the goal of the 2013 curriculum that every national education aims to have noble character.

Conclusion

The purpose of the critical analysis discourse is to verify the representation of character educational value in the English textbook for student grade seventh. Findings indicate that friendliness/ communicative is the most percentage of character educational value. It was discovered that the textbook authors place good concern on character values. It can be concluded that the English textbook entitled *When English Rings A Bell* for students grade seventh contains seventeen-character education values which are religion, honesty, tolerance, discipline, hard work, creativity, independence, curiosity, Nationalism, patriotism, appreciation achievement, friendship/ communicative, love and peace, reading interest, environmental awareness, social awareness, and responsibility. The value of democracy does not contain any character values in the English textbook.

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