

Character Education Analysis Represented in English Textbooks for Secondary School Based on the 2013 Curriculum in Indonesia

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Abstract

This research is focused on content analysis of character education portrayed in English textbooks based on the Indonesia 2013 curriculum to find out the types of character education values in English textbooks and how educational character values were included into English textbooks for secondary schools. In fact, moral degradation among the youth in the modern era is becoming trends. Therefore, in this study, researchers want to focus on content analysis of character education portrayed in English textbooks based on the Indonesia 2013 curriculum based on 18-character values issued by Indonesian government. In this study, the researchers used a content analysis technique under the formula of qualitative research method. The result of the study showed that the total frequency of character value based on first semester that emerged in the textbook 1 gained 73 times or percentage (39%). The value of related to self was the most frequent value with 40 times. Then, it was followed by related to others with 17 times. The values have small proportion are related to nation and additional values; the character not existed in English textbook 1 represented first semester is related to God. The total frequency of character value based on first semester that emerged in the textbook 2 was 115 times or percentage (61%), the value of related to self was the most frequent value with 72 times. The values have small proportion are related to others, related to environment, related to nation, related to God and additional values. These findings lead to the conclusion that the upcoming textbooks should pay attention on the character values official 2013 curriculum for students in secondary school contain a lot of character education

Keywords: Educational character, curriculum 2013, English textbook

Introduction

Nowadays, youths are bombarded with more negative influences through the media and other external sources that are prevalent in today's culture. In fact, moral degradation among the youth in the modern era is becoming trends. Baswedan (2014) concludes that Indonesian education was in a state of emergency, there are troubling youth trends, namely: (1) violence; (2) stealing; (3) cheating; (4) not respecting authority; (5) peer cruelty; (6) bad language; (7)



sexual violence; (8) increasing egoism and decreasing civic responsibility; and (9) self-destructive behavior. It can be found cases like bullying in the school, then like the case of Yuyun in Bengkulu, Indonesia who was raped by 14 men, the majority of whom were still in junior high school (Permata & Herlina, 2019), and then students do not respect to teacher, do not follow the lesson well, drug, pregnancy, addicted to the game, and do not understand the norm.

In order to strengthen the character education at schools, the Ministry of Education and Culture of the Republic of Indonesia has formulated more character values (18 values) instilled in Indonesian children and young people (Abdullah, Hidayana, Kutaneegara, & Indiyanto, 2019; Bjork, 2007). These character values can be described as follows: spiritual; honesty; tolerance; discipline; perseverance; creativity; independence; democracy; curiosity; nationalism; patriotism; appreciation; friendliness or communication; love of peace; reading interest; environmental awareness; social awareness; and responsibility (Pawitasari, Mujahidin, & Fattah, 2015; Saputra, 2018). Lickona says that in term of value to be added ten essential and main virtues (characters) that must be instilled to students both at school, at home, and in the community, including: Wisdom, Justice, fortitude, Self-constraints, Love, Positive attitude, hard work, integrity, gratitude, and humility (Idris, 2018).

It is supported by Lickona, who mentions ten essential and main virtues (characters) that must be instilled to students both at school, at home, and in the community, including: Wisdom, Justice, fortitude, Self-constraints, Love, Positive attitude, hard work, Integrity, Gratitude, and Humility (Unsayaini & Andayani, 2020).

In the curriculum 13 of Ministry of Education and Culture, textbooks are part of shaped students character, there are ten consideration in selecting a textbook (Hakim & Saputra, 2020; Mumpuni, 2018; Hakim & Abidin, 2018), such as (1) it can attract students; (2) it increases students motivation; (3) the illustration is precise and attractive; (4) it has basic principle and is seen from the perspective of linguistic theory, psychological development, and learning material theory; (5) the content should integrate with other subjects; (7) it stimulate, challenge, and repair students' activity; (8) the language is understandable, clear polite, and interesting; (9) it respects the diversity; and (10) it can build the moral values in society. In line with Handayani (2018) that states it is expected after the consideration above, the teacher will get the best textbook to use in the classroom.

The spearhead of curriculum policy is the textbook, which is a bridge between official curriculum documents and teachers and students. One institution that plays an important role as a vehicle for strengthening the character and cultural values of the nation is the school. Muslich argues that in an effective and complete statement that schools as educational institutions are surrounded by parties who should have good dedication to the nation, so that they can be used as potential vehicles in developing national character for students (Surahman & Aziza, 2020; Zaman, 2019; Rombot et al, 2020).

As textbooks are integral parts of teaching at schools, they should contribute effectively to the character building through the contents displayed. Some previous studies have been conducted, such as Mak (2014) concerned in social



manner and moral education. Then, generally, Widodo et al (2017) states that textbook as a moral or character agent remains under-examined since such textbooks are assumed to be value-free. Meanwhile, in field observations and interviews conducted by researchers at several secondary schools in Bengkulu, the English teachers often find that the textbooks used do not really prioritize character education content.

In fact, there have been several studies of the character education inclusion in school textbooks carried out (Gailea, Syafrizal, Fargianti, & Perdana, 2019; Wulandari, Mawardi, & Wardani, 2019). However, there had not been content analysis research conducted towards textbooks entitled “When English Rings a Bell” for VIII grader - 2017 revised edition and “Think Globally Act Locally” for IX grader - 2018 revised edition. The two books had been through revision, which means that a research should be done towards the textbooks to find out if there is huge improvement in their contents, mainly the character values.

Based on the previous study and data field data obtained, researchers felt need to conduct further research. Therefore, in this study, researchers focused on content analysis of character education portrayed in English textbooks based on the Indonesia 2013 curriculum. Character values analyzed by the researchers are based on the government’s 18 character values from Thomas Lickona in two textbooks: (1) “When English Rings a Bell” for VIII grader - 2017 revised edition; (2) “Think Globally Act Locally” for IX grader - 2018 revised edition. It was need to be done since the textbook is mostly become the main source of teaching learning activity in the class and it give a direct impact to the students.

The aims of this research were therefore to find out the types of character education values in English textbooks and how educational character values were included into English textbooks for secondary schools.

Method

Researchers used a content analysis as the method in this study to know the applied EFL textbook in the secondary school based on the 2013 curriculum in Indonesia. A content analysis is a method of analyzing written, verbal or visual communication messages (Elo & Kyngäs, 2008). In this study, the researchers used a content analysis technique under the formula of qualitative research method. According to Ezzy (2013), she suggest that content analysis starts with a sample of texts (the units), defines the units of analysis (e.g. words and sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories, and then counts and logs the occurrences of words, codes and categories.

The objects of this study are EFL textbooks used at junior high schools. The data for the study is proportionally gathered from two EFL textbooks for secondary school. The first textbook is entitled “When English rings a bell” for VII grader was the 2017 revised edition and the last book is entitled “Think globally act locally” for IX grader was the 2018 revised edition.

Related to the instrument and data analysis, in this study researchers used instruments checklist and three stages data analysis checklist: reduction, display and making conclusion Miles et al. (2020), Checklist used to find out the



character values contained in the English textbook for secondary school. The following table is the checklist that was used in this study:

Table 1. Character Value Content Checklist Based on Miles et al. (2020)

No	Character Education Value	Existence		Found on Page (s)	Character value description
		Yes	No		
1					
2					
3					

Findings and discussion

This section focuses on the 18-character values and 4 characters from Thomas Lickona. The result of character values from the textbook *When English Rings A Bells* (Nimasari, 2016) can be seen in the following table:

Table 2. Result of Character Values in *When English Rings a Bells* Based on Miles et al. (2020)

Value Related to God
• Spiritual – No – Frequency: 0
Value Related to Self
• Honesty – Yes – Frequency: 4x (page: 14,21,47,49)
• Discipline – Yes – Frequency: 7x (page: 26,29,34,40,41,42,49)
• Perseverance – Yes – Frequency: 14x (Page: 12,25,31,35,36,37,38,43,54,62,72,73,79, 83)
• Creativity – Yes – Frequency: 5x (page: 23,31,66,68,73)
• Independence – Yes – Frequency: 3x (page: 23,24,37)
• Curiosity – Yes – Frequency: 3x (page: 23,24,37)
• Reading Interest – Yes – Frequency: 2x (page: 26,35)
• Responsibility – Yes – Frequency: 2x (page: 23,24)
Value Related to Others
• Tolerance – Yes – Frequency: 1x (page: 42)
• Democracy – No – Frequency: 0
• Appreciation – Yes – Frerquency: 8x (page: 10,15,16,17,23,47,49,51)
• Friendliness – Yes – Frequency: 5x (page: 3,23,47,49,51)
• Love of Peace – Yes – Frequency: 3x (page: 47,82,83)
Value Related to Environment
• Environment Awareness – Yes – Frequency: 3x (page: 12,41,55)
• Social Awareness – Yes – Frequency: 10x (page: 21,27,28,29,34,49,55,60,61,83)
Value Related to Nation
• Nationalism – Yes – Frequency: 1x (page: 35)
• Patriotism – Yes – Frequency: 1 (page: 41)
Additional Values
• Wisdom – No – Frequency: 0



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- Self-confidence – No – Frequency: 0
 - Humility – Yes – Frequency: 1x (page: 55)
 - Justice – No – Frequency: 0
-

From the table above, the 2013 curriculum English textbook entitled *When English Rings A Bell* for eight grade (Nimasari, 2016). The researcher used 18 character values from Government and the additional character values by Lickona, Schaps & Lewis (Wuryani, 2018). In the English textbook, the researcher found 17-character values that represented from the sentences. They are (1) Related to Self: Honesty, Discipline, Perseverance, Creativity, Independence, Curiosity, Reading Interest and Responsibility; (2) Related to Others: Tolerance, Democracy, Appreciation, Friendliness/Communication and Love of peace (3) Related to Environment: Env. Awareness, Social Awareness; (4) Related to Nation: Nationalism, patriotism; (5) Additional values: Humility.

Then, the following table is the result from the textbook *Think Globally Act Locally* (Wijayanti, 2016).

Table 3. Result from *Think Globally Act Locally* Based on Huberman et al. (2020)

Value Related to God
• Spiritual – Yes – Frequency: 3x (page: 7,8,10,12)
Value Related to Self
• Honesty – Yes – Frequency: 8x (page: 14,19,81,83,89,91,97,111)
• Discipline – Yes – Frequency: 1x (page: 24)
• Perseverance – Yes – Frequency: 24x (Page: 4,5,6,10,11,13,20,27,28,29,31,37,38,41,43,47,48,51,57, 58, 64, 65, 66, 69,90,91)
• Creativity – Yes – Frequency: 11x (page: 20,31,45,48,51,56,62, 66, 74, 76, 85)
• Independence – Yes – Frequency: 2x (page: 57,120)
• Curiosity – Yes – Frequency: 12x (page: 34,35,36,37,39,40,42,47,51,62, 64, 84)
• Reading Interest – Yes – Frequency: 8x (page: 11,37,54,57,74, 81,83,84)
• Responsibility – Yes – Frequency: 6x (page: 12,16,32,51,52, 78)
Value Related to Others
• Tolerance – No – Frequency: 0
• Democracy – Yes – Frequency: 3x (page: 19,29,30)
• Appreciation – Yes – Frequency: 5x (page: 5,8,11,12,113)
• Friendliness – Yes – Frequency: 23x (page: 19,34,37,41,42,43,47,48, ,54,59,62,64,66, 68, 74, 76,80,81,89,90,94, 99,125)
• Love of Peace – No – Frequency: 0
Value Related to Environment
• Environment Awareness – No – Frequency: 0
• Social Awareness – Yes – Frequency: 7x (page: 4,19,20,29,95,97,103)
Value Related to Nation



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- Nationalism – Yes – Frequency: 2x (page: 28,91)
 - Patriotism – No – Frequency: 0
-

Additional Values

- Wisdom – Yes – Frequency: 2x (page: 24,39)
 - Self-confidence – No – Frequency: 0
-

From the table above, the 2013 curriculum English textbook entitled *Think Globally Act Locally* (Wijayanti, 2016). In this book, the researcher found 14-character values that represented from the sentences. They are (1) Related to God: Spiritual (2) Related to Self: Honesty, Discipline, Perseverance, Creativity, Independence, Curiosity, Reading Interest and Responsibility (3) Related to Others: Democracy, Appreciation, Friendliness/ Communication; (4) Related to Environment: Social Awareness; (5) Related to Nation: Nationalism; (6) Additional Values: Wisdom.

The findings showed that each textbooks represented different sentences of character education values. In the English textbooks entitle “When English Rings A bells”, it is obtained 39% of the total character values, In the second Textbook entitle “Think Globally Act Locally” it is obtained 61% of the total character values. It is stated in the bill managing Curriculum 2013 that all of English textbook must have character values and must contain character values in the material in textbook. Character values are very important for students, the school environment and the 2013 curriculum itself. English textbook that is used as a guide in teaching junior high school students is very important if the material contains student character values because in each learning process students can apply student character values. The English textbook is very important because in that material it can stimulate the mindset of students to have morals starting in accordance with the 2013 curriculum goals applied by the government. English textbooks must be able to display or contain student character values in English textbook material.

Based on the research analysis of the first question that is character education values are represented in the sentence (s), it can be found the character values contained in the two books used by researcher. Based on the research analysis, the character of education in the English textbook 1 entitle “When English Rings A Bells” In English textbook entitle “When English Rings A bells” the total frequency of character value based on first semester that emerged in the textbook 1 was 73 times, the value of related to self was the most frequent value with 40 times. Then, it was followed by related to others with 17 times. The others values such as related to environment with 13 times and the values have small proportion are related to nation and additional values, and then the character value related to God does not appear in English textbook 1.

In the second Textbook entitle “Think Globally Act Locally” the total frequency of character value based on first semester that emerged in the textbook 2 was 115 times, the value of related to self was the most frequent value with 72 times. Then, it was followed by related to others with 31 times. The values have small proportion are related to others, related to environment, related to nation,



related to God and additional values. Character education is very important because every student for secondary school must apply the character values published by the Ministry of Education and Culture because it has become the goal of the 2013 curriculum that every national education aims to have noble character. This following figure illustrates the proportion of textbook 1 and textbook 2.

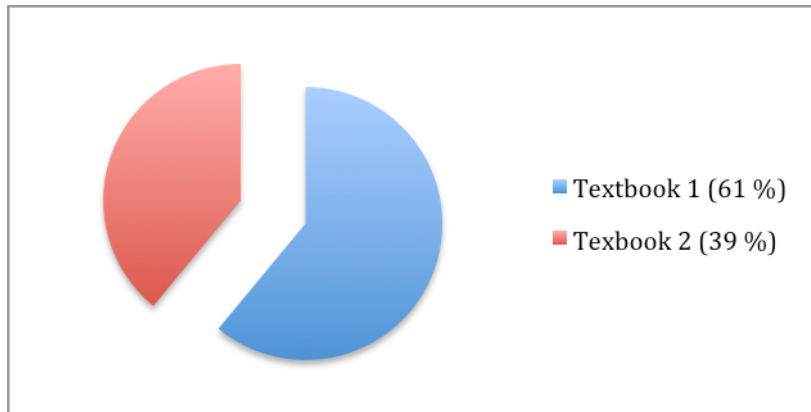


Figure 1. The Distribution of Character Values

Based on the result from those two books, it is clear that the textbooks already applied the topics and effort to create character education through the sentences or the examples provided. It differs from other studies that state social manner are part of aspect that can influence character education. Thus, the result of this research can enrich the discussion related to character education. Then, the result also appropriate to reflect the future learning and teaching activity in class since it is influential for teacher to be selective in choosing the textbook that is going to be use in the class.

The findings in this study showed that the first textbook has greater percentage of character education compared to the second one. The total frequency of character value based on the first semester that emerged in textbook 1 was 73 times, the value of related to self was the most frequent value with 40 times occurrence. Then, it was followed by related to others, which occurred 17 times. The other values related to environment with 13 times and the values that have small proportion are related to nation and additional values, and then the character value related to God does not appear in English textbook 1. This result differs from the the research conducted by Gailea et al. (2019) where the friendliness/communication character was the most dominant one (38 data occurrence). As in this research, it is found that friendliness only occurred 5 times.

Unfortunately, there was no value included in the textbook related to wisdom, self-confidence, and justice. Those three values are actually among the most important ones for character building. Lickona says that the character values that should be instilled to students at school, home and community are including *wisdom, justice, fortitude, self-constraints, love, positive attitude, hardwork, integrity, gratitude and humility* (Idris, 2018).

In the second textbook entitled Think Globally Act Locally, the total frequency of character value based on the first semester that emerged in textbook



2 was 115 times, where the value related to self was the most frequent value with 72 times of occurrence. Then, it was followed by related to others with 31 times. The values have a small proportion are related to others, related to the environment, related to nation, related to God, and additional values. Similar to the first book entitled *When English Rings A Bell* for grade eight, the most dominant value was related to self, compared to friendliness, which had the greatest percentage in a research conducted by Gailea et al. (2019), and social awareness, which had the greatest percentage in *Bahasa Inggris SMA/SMK for Grade 12* (Wulandari et al., 2019). Similar to the finding in textbook 1, some character values were absent from the content of textbook 2, such as self-confidence, which is highly pivotal for students' development.

The findings from this study are match with the purpose of this research is to find out the character values contained in English textbooks used in secondary schools based on the 2013 curriculum in Indonesia. So, the results of this study can provide an overview of the relationship between the textbooks used and the character values that have been targeted by the Indonesian Ministry of Education in the 2013 Curriculum (K13). This is important because the impact is related to the output of students after they graduate from the secondary school or in their future.

Conclusion

Overall, both textbooks widely applied at the schools had character values that was relatively low. The education policy makers in the governmental body and the textbook developers and publishers should consider to add more character values in the textbooks in good portion, since the findings had shown that one kind of character values had very high percentage, and another was very limited. Moreover, teachers should also teach the character values to students through the sentences stated in the textbooks and the textbooks studied by the researchers in this research are highly recommended since they contain character values teaching. So, according to the result of this study, the researchers recommend English teachers to be careful and selective in choosing the textbook that can help them in teaching and learning activity. They need to choose textbook that contain good character in the materials, they can use the official book of 2013 curriculum for eight and nine graders of junior high school contain a lot of character education. In practice, the application of instructions provided by English textbooks is very important to increase the character values of these students, so it can upgrade students' daily habits according to the goals of Indonesian national education.

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