

An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled *When English Rings The Bell (Revised 2016)*

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Abstract

This study aims to investigate the values of characters in the 2013 curriculum in English textbook students at seventh grade students entitled "When English Rings a Bell (Revised 2016)" used by secondary schools in Bengkulu. This research uses content analysis techniques. In addition semi-structured interviews with English teachers were conducted to get teacher perceptions about character education and English textbooks in their schools. The results showed that the most dominant percentage of character values among the eighteen character values are related to self with a very large majority percentage which obtained that are discipline values with the percentage (6.39%), hard work (3.83%), Curiosity (1.22%), Independence (0.56%), Honestly (0.44%), Creativity (0.44%), Reading interest (0.22%), Responsibility (0.11%). Then it was followed by Related to Others that are Friendship / Communicative (2.11%), Achievement Appreciation (0.39%), Tolerance (0.22%), democracy (0.11%), Love of peach (0.06%) and followed by Related to God, religiosity (1.22%). There was a small amount of Related to Environment (Environmental awareness (0.28%), Social cares (0.17%), and related to nation (Nationalism (0.28%), Patriotism (0.06%). Almost all character values have been applied in the English textbook. The conclusion is that the textbooks used by secondary students' for seventh grade in Bengkulu are worth used, but for the future must pay more attention to the character values in accordance with the competency standards of graduates with current student development.

Keywords: *Character Education, 2013 Curriculum, English Textbook*

A. Introduction

Character education is one of the important aspects in the Indonesian education system. It has become an essential part of the national educational mission although it is with different emphasis and terms (M. Murtako, 2015). Curriculum is one of the most important things in national education mission that should also contain the character education. It is used as a guideline in the learning process to achieve a predetermined education goal (Jazadi, I. 2015).

The Minister of Education and Culture, Muhammad Nuh has mentioned character education, followed by a change in curriculum, namely the 2013 curriculum in Indonesia. That is to highlight character education with the address issue of a strong indication of the nation's loss of character values, such as: honesty, politeness, and unity (Nova. M. 2017).

Curriculum 2013 aims to highlight knowledge and skills. It explains that national education creates the educating people, improves the skills available to students, creates a

better character, believes the almighty God and creates a good, safe, professional, imaginative, democratic and responsible man. In line, Law article 36 Paragraph 3 said that the curriculum is arranged in accordance with the level of education with the character education: increased faith and piety, increased sexual mastery, increased potency, intelligence, and interest in learners, development science, technology, and the arts, religion, the dynamics of global developments, national unity, and nationality values based on the Ministerial Decree of Ministry of Education and Culture 81/A 2013.

The degradation of character among young people in the modern age is becoming a phenomenon. Lickona & Davidson (2005) mentions some youth issues, such as wildness and hooliganism, stealing, fraud, disregard for authority, peer cruelty, bigotry, bad language, sexual precariousness and violence, growing self-centeredness and decreasing civic responsibility, and self-destructive behavior in case of juvenile delinquency. In the context of Indonesia, there are several examples of cases that often occur due to the lack of character education. First, Budi or Ahmad Budi Cahyono, an art teacher in SMAN 1 Torju, Sampang regency of East Java who became one of the victims of the violence that was committed by his disciple, He died of the attacked by the students (Kuswandi, 2018). Second violence is Auzia, a student of SMAN 4 Bengkulu who died from being assassinated and sadistic by his close friend, a student of SMAN 7 Bengkulu (Saliano, 2018).

The government in supporting the implementation of the curriculum provides student and teacher textbooks guidelines by providing books for each student and teacher for the learning process. The textbook is designed based on the scripted curriculum in principle. In the learning process, a textbook plays an important role, especially in the school which needs an official textbook as the main reference, Jazadi, I. (2015). Textbooks are a central part of any educational system.

To achieve the goals and targets that have been determined, teaching English must enable starting with seventh grade, because seventh grade is the time a transition period students between children and adults, between eleven to twelve and sixteen to seventeen years of age or also known as early adolescence, Sarwono,S.(2011). and an important time for someone who is experiencing significant change in his life, not just physical, but also psychological, social, behavioral, cognitive , mental and moral and also a time for adolescents searching for self-identity, a period of transformation, a period of transition, a time of uncertainty, a time of terror, and a time of maturity. This is why education is needed for pro-social development and more positive development of youth (Berkowitz, 2006). Sadly, books

are still lacking and do not meet the government's intended aim of education and official targets. The department of education (2010) states that many textbooks follow the positive standards suggested by the National Education Standards Agency (BSNP).

In the reality, instructional materials or textbooks still found that the teaching materials still do not adequately integrate positive values in them. Some example of the study done from researchers: first, study by Mardikarini and Suwardjo (2016) showed that, even though it should contain the eighteen characters stated in the 2013 curriculum, the first-grade student's English textbook did not fully contain characters as expected by the government. Therefore, each textbook that will be used must undergo a considerable analysis to determine if the textbook is suitable for educational purposes in fulfilling the needs and values of teaching, teacher syllabus, and other significant aspects (Rynanta, R.A.C., & Ruslan, S).

Therefore, the textbook used must be analyzed first to determine if the textbook is suitable for educational purposes in fulfilling the needs and values of teaching, teacher syllabus, and other significant aspects. For this reason, this research needs to be carried out by researcher to obtain information of Character Values in English Textbook for Seventh Grade Students Entitled *When English Rings the Bell (Revised 2016)* Used by Secondary Schools in Bengkulu.

B. Research Methodology

This study applied a content analysis to analyze character education in English textbooks, content analysis technique under the paradigm of qualitative research method. Content analysis is a research methodology that utilizes a series of procedures to make valid conclusions from the text. Also, a research method is a systematic and objective. It means of describing and quantifying phenomena (Ary, et al. 2010; Fraenkel, et al. 2012; Creswell, 2012; Sugiyono; 2010). In addition, it is also known as a method of analyzing documents to test theoretical issues to enhance understanding of the data to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning (S. Elo and H. Kynga's. 2007).

The researcher undertook a study using content analysis must deal with four methodological issues: first, selection of units of analysis and the researcher select English textbook for Seventh Grade Students Entitled *When English Rings the Bell (Revised 2016)* used by Secondary Schools in Bengkulu. Second, develop eighteen character values according by government. Third, sampling appropriate character values based on

characteristics and indicators. And the last, the researcher assisted by master lecturer who proficient in doing the same research will check reliability of character values in the book.

C. Results and Discussion

Based on the analysis the researcher found the data in eight chapter at English textbook seventh grade junior high school 07 south Bengkulu, namely “When English Ring a Bell (revised 2016)” has fulfilled several characters, this shows that the book is worth using and used as teaching material. That book has a 326 character values activities with the percentage 18.16%. The most dominant percentage of character values among the eighteen character values are the related to self a very large majority percentage which obtained that are discipline values with the percentage (6.39%), hard work (3.83%), Curiosity (1.22%), Independence (0.56%), Honestly (0.44%), Creativity (0.44%), Reading interest (0.22%), Responsibility (0.11%). Then it was followed Related to Others that are Friendship / Communicative (2.11%), Achievement Appreciation (0.39%), Tolerance (0.22%), democracy (0.11%), Love of peach (0.06%) and followed Related to God, religiosity (1.22%). There was small amount of Related to Environment (Environmental awareness (0.28%), Social cares (0.17%), and related to nation (Nationalism (0.28%), Patriotism (0.06%).

From the explanation above, it is clear that character values related to self are the basis for an individual to have good character. For the reason, it is clear why English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu published by the Ministry of Education are highly dominated by the character values related to self. Because, if the individual has implemented good habits such as, discipline, hard work, honest, independent, curiosity, and creative then it will make an individual easily Interact well with others in the community. It Shows, the result from the analysis above, the English textbook is worthy of using and used as teaching material.

This findings are in line with the research by Utami (2020) who found that there were 16 characters values in English textbook for senior high school. The texts in English textbook promoted character values in relation to God, one’s self, others, the environment, and the nation. The character values found are religiosity, discipline, perseverance, reading interest, curiosity, responsibility, creativity, honesty, communicative/friendliness, appreciative, love of peace, social care, environmental awareness, tolerance, patriotism, and nationalism. This is also same as Wardani, Tasnim, & Eko (2019), but they found 17 character education values presented in the English

textbook entitled Bahasa Inggris SMA/SMK. It means this textbook is suitable as the materials and guidance for English teachers to teach English and to develop the character education values suggested by the 2013 Curriculum to the students.

D. Conclusion and Suggestion

This study examined the character values content portrayed in English textbook for seventh grade of junior high school number seventh South Bengkulu published by Ministry of Education and Culture. It can be concluded that the existence of character values in the English textbook is worthy of using and used as teaching material. From the English textbook, the most dominant percentage of character values among the eighteen character values are the Related To Self. Then it was followed by character values related the most dominant percentage of character values among the eighteen character values are the Related To Others, Related To God, Related To Environment, Related To Nation.

So, based on the analysis and validity check by the who are master lectures have a same research the character values in the English textbook seventh grade entitled “when English ring a bell (revised 2016)”used by secondary schools in Bengkulu is already good because almost eighteen character portrayed in the textbook and worthy of using and used as teaching material.

There are also four suggestions that can be undertaken based on the research. First, the teachers should be selective in selecting the textbooks and checking or analyzing the textbook contained character values or not. In addition, the teacher must have a more knowledge about character and skill to apply in learning process. Second, the author and publisher of textbook should consider 18 character values that are proposed by the government to be ideally in the Textbook. The textbook more focus on the character values and that are line with graduate competency standards. Last, the government through Ministry of Education should provide seminar or workshop to promote character education especially in regional scale.

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