An Analysis of Character Education Values in Year 11 Highschool English Textbook

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Abstract

This study aims to describe the values of character education in the English textbooks of Class 11 Senior High School. The data in this study are in the form of texts containing the value of character education. The data source of this research is the class XI senior high school English books curriculum 2013. There are two data collection techniques used in this study, namely the reading technique and the note taking technique. Then, the data analysis technique in this study went through three stages, namely (1) reduction, (2) presentation, and (3) drawing conclusions. In addition, the data validity checking technique was carried out, namely discussions with experts in assessing the results of data analysis so that all findings in this study can be justified. The results of this study found that there are 14 values of character education, namely the values of religious, honest, disciplined, diligent, creative, independent, nationalism, appreciation, communicative, peace-loving, intellectual, beauty, sympathy, and loyal character values which are implemented through text sentences and images. It can be concluded that the 11th grade high school English textbook only has 14-character education values. There are 4 values that are not found in the textbook, which include the values of tolerance, curiosity, democracy, and love for the homeland.

Keywords: *Value, character education, textbooks, analysis.*

1. Introduction

The objective of character education is improving students' academic abilities. The character education in school attends to maintain student morale and integrity. This is in line with the opinion of Istandy (2019, p.4) that character education is a solution that can change character and reduce moral degradation. In addition, Ash-shidiqqi (2018, p.40) also added that character education is a preventive step to safeguard the new generation in order to build the nation's culture and character. Character education is shown through good exemplary attitudes and behaviors. It can affect students' attitudes in their daily life. Supported by the opinion of Marini (2017, p.177) which states that in character building teachers can start from planning and when the learning said that there are several stages in learning that can be applied by the teacher in character building from the planning stage to the implementation stage in order to achieve the learning objectives

The implementation of character education at school can figure students' affective, cognitive, and psychomotor abilities. This is in accordance with Bloom's opinion, which

divides the three domains of educational goals, namely affective, cognitive, and psychomotor (Astra, 2018, p.1). This opinion has also been outlined in the Decree of the Minister of Education and Culture Number 57 of 2014 that it is necessary to equalize spiritual, social, affective, cognitive and psychomotor aspects in education. Affective abilities are shown through attitudes towards teachers and other students while participating in learning, as well as outside the school. Respect and politeness in socializing is a form of affective attitude. Later, cognitive abilities are shown through their intellectual abilities and knowledge of learning materials, while psychomotor abilities are shown through their active participation in learning such as asking and answering questions.

The value of character education is very important to achieve national education goals. This is in line with the opinion of Sayer, Kristiawan, and Agustina (2018, p.109) that character education is a national movement to create school that foster ethics, responsibility, and a young generation who has a high level of concern. Character education seeks to instill kindness and habituation, so that students are able to behave and act based on the values that have become personalities. Moreover, nowadays, there has been moral degradation of adolescents, which is demonstrated through acts of drug abuse, free sex, and violence. This opinion is in line with Buchori, Setyosari, Dasna, and Ulfa (2016, p.3434) that the social problems faced today include violence against children and adolescents, crimes against friends, theft of youth, drug abuse, pornography, and destruction of property from others.

Textbooks are learning tools that are used to support teaching in schools. Textbook is basically the main indicator for achieving learning goals in the classroom (Zainil and Damanik, 2019, p. 250). It is considered important as learning tools that contain learning material for students. Textbook also enrich teacher material and make learning time efficient. However, in contrast to the opinion of Cahyati, S Rahmijati, and Rizkiani (2014, p.34) textbook is only a supporting alternative; consequently, do not focus on textbook. The teacher must consider the selection of a good textbook according to the related curriculum, thus the atmosphere of the teaching and learning process will attract and the student's needs are achieved. In essence, a good textbook must meet criteria, such as (1) relevance to the curriculum, (2), increase student motivation, (3) stimulate student activity, (4) use understandable language, (5) and contains character education values. The five criteria should generally be included in the English textbook. The relevance of the curriculum to English textbook can be seen based on the learning objectives contained in core competencies and basic competencies. This has been explained by Zainil and Damanik (2019, p.250) that the curriculum 2013 is designed to be focused on student-centered rather than teacher-centered, therefore, students can think critically. Textbook must be able to increase student motivation because the content of the material is innovative and in accordance with student interests. Interesting English textbook can spark students' enthusiasm and stimulate their learning abilities. The use of language must also be easy to understand and straightforward. The contents of the textbook are arranged systematically in straightforward language. In this way,

students can easily follow instructions and quickly understand the material in learning English. Furthermore, the textbook must contain the value of character education. The value of character education is presented through the contents of text and images that can construct students' morals and attitudes.

The presentation of the values of character education in textbook is very important to improve student learning competencies. The presentation of the values of character education in the English textbook for grade XI is abstract, so it needs a more complete development of the material. These problems clearly have an immediate impact on students. This impact can be seen from the attitudes and behavior of students who do not show respect for their teachers. The decline in student motivation to learn is also the main impact because students feel bored with learning materials that are only textual based. There is no development of contextual material that is able to attract interest according to the needs of students as a teenager. Therefore, research on the values of character education for the curriculum 2013 English textbook at the high school level is very important in order to encourage the improvement of the quality of student learning. There are some relevant researches. Firstly, Rahma (2013) An Analysis of The English Textbook for Junior High School VII based on Standard Content of BSNP. Then, the quality classification, the content of the English textbook entitled English for Class VII Junior High Schools is in accordance with the content standards and is very good to be used in the teaching and learning process. Secondly, Purnomowulan (2014) Content Analysis of an English Textbook. The results of this study indicate that the advantages of the book are the textbook has met the criteria as a good textbook because it has a systematic structure and content chapters, simple vocabulary, practice and evaluation questions for students, and methodological guidelines for teachers. Thirdly, Ash-shidiqqi (2018) The Analysis of Character Education in Indonesia. The results of this study indicate that the difficulties faced by school in the implementation of character education are that school has not been able to implement character values related to their vision and mission. This research is different from the research to be carried out which includes the focus of the problem, object, theory, analysis and the type of research being carried out.

The three previous studies have not examined aspects of character education in English textbooks. In fact, the English textbooks used have many revisions according to the applicable curriculum. Therefore, research on the value of character education in English textbooks is very important for three main reasons, they are (1) the value of character education is very important to know in English textbooks because of many revisions and changes to the curriculum that have occurred so far, (2) the value of character education must be contextual in English textbooks so that the results of this study can be a suggestion for revisions for schools and publishers in their use in schools, (3) research on the value of character education will help teachers implement character values in schools in the form of attitudes and teaching.

2. Literature Review

In order to achieve the goals of national education, it is necessary to implement

character education. Character education is all activities done by the teacher to figure the character and morals of the students. In addition, character education teaches systematic thinking and good behavior that helps individuals to live and work together as a family, community, and citizens and make responsible decisions. This statement is in line with Sokip, et al. (2019, p.227) that character education is also a process of converting life values that aims to figure the personality of students as democratic citizens who are responsible, social, and respectful. Therefore, character education can be concluded as the conscious behavior that is manifested through caring and respectful attitudes in social interactions inside and outside the school.

Character education is carried out through the establishing of character values in students sincerely with full awareness, understanding, concern, and high commitment to carry out these values, both towards God Almighty, themselves, others, the environment, society, and the nation as a whole. Thus, it becomes a perfect human being according to its nature. According to Sayer, Kristiawan, and Agustina (2018, p.109) the application of character education by teachers in schools can be seen through exemplary attitudes, habitual behavior in everyday life, and the implementation of learning strategies as the part of learning indicators. In the process of implementing character education, all parties must be able to involved, including parents, schools, the school environment, and community. Character building will not be successful if all educational environments do not have a good relationship of cooperation and communication. Character building is an important part of the educational process in

the family. Families have a major role in helping teachers in schools ensure the implementation of character education. This role is carried out through religious attitudes and behavior so that children as students can uphold respect for teachers and friends. This will figure the character of the child which is then carried out and developed by the teacher through methods and guidance in learning.

Schools have an important role in maintaining the emotional development and social life of students so that the implementation of character education in schools can be done through harmonization of practice (ethics), exercise (aesthetics), thinking (literacy), and sports (kinesthetic) (Elfrida, et al., 2018, p.316). In order to make it success, it needs support from public and collaboration between schools, families and communities. Strengthening Character Education is carried out by applying the values of Pancasila. These eighteen values have core values which can be summarized into five main character values, namely, (1) religious, (2) nationalist, (3) independent, (4) integrity, and (5) mutual cooperation. The implementation of these values can guarantee the academic abilities and character of students to compete globally.

Character education is not only an effort made at school, but a series of teaching and learning activities and habituation in everyday life, both inside or outside the school. The character that is expected to be achieved by students is the formation of morality and love for the nation and a high enthusiasm for learning. Schools as educational institutions have a major role to implement character education through policies or strategies for forming the positive character of students. A concrete example

that is carried out by schools in supporting efforts to strengthen character education is to turn on extracurricular activities and spiritual activities that are carried out consistently every day. Through this method, character education can figure the personality of students with integrity and have good academic qualities.

When looking at the current reality, character education is very important because many students commit immoral acts such as brawls, free sex, and drug abuse. Schools lose their role as educational institutions to study because many students commit immoral acts. Therefore, the value of character education is very important to improve academic competence and maintain morality as students.

3. Research Methodology

This research uses qualitative research design. The use of qualitative research is in accordance with the formulation of the problem of this study to identify the value of character education in the 2013 curriculum English textbook. This research procedure goes through several basic steps that have been carried out well. There are two stages that have been carried out in this research, namely (1) the research stage; includes the process of collecting data through reading and note-taking techniques to identify textbooks as data sources, and (2) the completion stage; includes the stage of compiling a complete report based on the data findings that have been analyzed into a thesis. there are two data collection techniques used in this study, namely the reading technique and the note-taking technique. In this study, the data contain he value of character education. The data source

of this research is English textbook for grade XI of Senior High School Published by the ministry of education and culture in 2017. the instrument use in this study is a data card the data cards in this study were adjusted to the character items that became the basis of this research theory. The steps to check the validity of the findings obtained in this study are carried out in four ways, namely (1) checking the data and reading repeatedly so that they could be understood and interpreted, (2) examining library materials and documents regarding being a reference in this study, (3) examine the symptom data related to the problem and research data carefully, and (4) examine the data with expert researchers or lecturers who have competence in the fields of education and English.

4. Findings and Discussions

a. Religious
Religious values reflect belief in God as Creator and Most Helper. This can be seen through the following data.
Data 1
So dear God, please help me. I know you will not disappoint me. (Kemendikbud, 2017, h.148)

Data 2
Thank you, God, I know you wouldn't let me down. (Kemendikbud, 2017, h.149)

Data 1 and 2 above have religious value because they explain their believe in God. In data 1 "So dear God, please help me" is an expression of prayer that is conveyed to God by asking for help or assistance. Basically, praying also reflects an obedient attitude towards the religion he believes in. The same meaning can be seen in data 2 "Thank you

God, I know you wouldn't let me down" as a form of belief about God's presence. In religious teachings, God is believed to have various attributes, one of which is the Supreme Helper for his begging servant. This is what is believed for all believers that God will never leave his servant who always prays to him.

b. Honest

Honestly describe a reality as it is without any engineering elements. There is a strong desire to convey things properly without any intention to lie. This can be seen from the following data.

Data 3

I'm sorry, I have to tell you that. (Ministry of Education and Culture, 2017, p. 65)

Data 4

I'm so sorry but, I have to tell you the bad news. (Ministry of Education and Culture, 2017, p.68)

Data 3 above has an element of honest value because it has the intention of conveying certain information. The phrase 'I'm sorry I have to tell you' identifies the intention to speak the truth. The use of the word 'I'm sorry' has a function to make other people empathetic and not offended after hearing what that person has said. Data 4 above also reflects an honest attitude because there is an intention to convey the real information. The use of the word 'I'm so sorry' has the same function in data 3 to attract listener empathy. Data 3 and 4 specifically show an open attitude and convey information as it is according to the actual situation. Therefore, someone who is honest actually loves the truth and is ready to accept all the consequences (Sulastri and Simarmata, 2019, p. 109).

c. Discipline

The implementation of a disciplined attitude is based on responsibility so that it performs the task according to the role and mandate given to it. In addition, discipline shows consistency of attitude and behavior as a principle of life. This can be seen from the following data.

Data 5

I am working on my project paper. (Ministry of Education and Culture, 2017, p. 3)

Data 6

The lesson is going to be explained by the teacher. (Ministry of Education and Culture, 2017, p. 105)

Data 5 above also shows a disciplined attitude for being obedient in doing the paper assignments given by the teacher. The sentence in data 6 "I am working on my project paper" proves the seriousness and seriousness of doing his paper assignments on time as determined by the teacher. Data 5 above also proves the attitude of discipline by teachers who carry out their roles and duties in teaching a lesson to students. The teacher is a reflection of the student, so it is necessary to be disciplined in all matters, especially teaching. Besides that, in data 6 'the lesson is going to be explained by the teacher' shows that there is an attitude of obedience. This attitude is proven through a process of carrying out responsibilities in accordance with the mandate he developed as a teacher, namely teaching.

d. Diligent

Diligent is based on discipline and a deep sense of responsibility for the job. This can be seen in the following data.

Data 7

Let's finish our homework first. (Ministry of Education and Culture, 2017, p. 4)

Data 8
He works hard. (Ministry of Education and Culture, 2017, p. 5)

Data 9
I need to work harder at school. (Ministry of Education and Culture, 2017, p. 44)

Data 10
I like creating and working with my classmates. (Ministry of Education and Culture, 2017, p.44)

Based on the data 7 above, it is identified as a diligent attitude because there is an element of intention to complete the "home work" that has been given to him. Diligent in these phrases is based on discipline and a strong will to carry out the learning process. Data 8 also includes a diligent attitude because the sentence "he work hard" directly states the behavior of someone who is doing hard work. The diligent behavior in question is a duty or responsibility that he gets at that time. The use of the sentence I need to work harder at school in data 9 also includes the attitude of working hard because it describes the act of wanting to do diligent at school through a more intensive learning process. This diligent attitude is based on strong enthusiasm and motivation to achieve better achievements. Furthermore, data 10 is also a sentence that describes a diligent attitude. Data 10 shows the use of the word 'I like creating and working' which shows the attitude of actually doing something with friends in completing their tasks.

e. Creative
Creative Reflecting an idea or new ideas efficiently and effectively. In addition, creative creates riveting feelings through the creations he does. The form of creative value can be seen through the following data.

Data 11
I have a surprise for you. (Ministry of Education and Culture, 2017, p. 33)

Data 12
The painting is made by her. (Ministry of Education and Culture, 2017, p.105)

The data 11 above shows creative value because the meaning in the sentence describes someone who wants to give something new and unknown to others. In addition, data 11 were identified as creative attitudes because these actions were based on ideas or ideas that had never been done before to attract the empathy of others. Furthermore, data 12 also shows creative value because the sentences in data 13 describe the ability or competence in making a painting. The ability to create a special painting is developed through individual creativity. This is what makes the sentences in the data identified as creative attitudes.

f. Independent
Independent is the implementation of tasks with full responsibility without depending on the help of others. Independent attitude is based on high confidence and belief that everything he does can be done alone without getting the help of others. This can be seen through the following data.

Data 13
No thanks, I don't want another helping. (Ministry of Education and Culture, 2017, p.7)

The data 13 above shows the independent value because the sentence describes a confident attitude and does not expect to receive help from others. The independent attitude on data 14 is based on beliefs that are supported by previous abilities and experiences. This becomes the motivation for someone to be independent in completing things.

g. Nationalism

The nationalism has a high national spirit based on the love of the country. This can be seen from the following data.

(Figure 1)

Based on the data figure 1, it is identified as having a national value because the figure shown in the picture is President Soekarno. Symbolically, the image tries to convey that Soerkarno was a president and proclaimer who brought the Indonesian nation to its independence. This was done because of his nationalism spirit to release Indonesia from the colonialists at that time. In addition, the picture shows President Soekarno giving a speech. President Soekarno is known as a reliable orator in making speeches. His delivery was always able to arouse the enthusiasm of the figures and soldiers in fighting against the Dutch at that time. This is what emphasizes that President Soekarno had a very high spirit and nationalism.

h. Appreciation

The value of appreciation is shown through respect and giving praise for the awards achieved by others. This can be seen from the following data.

Data 14

We support them in every way possible. (Ministry of Education and Culture, 2017, p. 5)

Data 15

I really appreciate it. (Ministry of Education and Culture, 2017, p. 7)

Based on the data 14 above, the value of appreciation is found through the meaning of the sentence. In general, this sentence means to provide support for a person's process. The form of support given is generally in the form of motivational encouragement which is considered a form of appreciation for the process that someone has achieved at that time. Data 15 "I really appreciate it" basically also shows the value of appreciation. This is judged because the meaning of the sentence expresses an attitude of appreciation for the achievements of others. This is also proven by the use of the word "appreciate it" which means to appreciate. Therefore, Hadi (2015, p.15) said that the attitude of appreciation is an attitude of appreciation for the success that has been achieved by others.

i. Communicative

Friendly or communicative is a social attitude that is carried out in a social environment in order to create a pleasant environment in working with others (Wahyuni, Syamsi, and Haryanto, 2018, p. 174). This can be seen from the following data.

Data 16

We work together on this

Data 17

We support them in every way possible. (Ministry of Education and Culture, 2017, p. 5)

Data 18

I'm so happy to share this with you the good news. (Ministry of Education and Culture, 2017, p. 68)

Data 19

May I give you a hand. (Ministry of Education and Culture, 2017, p. 7)

Based on the data 16 previously identified as having communicative value because this sentence describes the communicative relationship that you want to establish through a collaborative process. The cooperation process is based on the existence of a good harmonious relationship. Then, data 17 were also identified as having a communicative value because it was marked on the word 'we support them' which means providing support. The meaning of the sentence also aims to provide assistance to others so that a good relationship is created between them. Furthermore, data 18 "I'm so happy to share this with you the good news" states that there is an element of communicative value. The meaning of the sentence describes the transparency of the information to be conveyed in the sentence.

In addition, data 18 show an intense familiarity with the use of the word 'I'm so happy'. Data 19 also shows elements of communicative value because it describes a situation of intimacy. Familiar relations can occur because they are based on good and communicative relationships, so that they want to establish good cooperation. This communicative process proves that humans are social creatures so that they need the presence of other people to achieve their goals (Eliasa, 2014, p. 197). This is what makes someone want to help or help. Therefore, this process is what makes the sentence identified as having a communicative element.

j. Love peace

Peaceful love is based on a wise attitude without prioritizing emotionally in solving a problem. This is what creates peace and avoids physical contact. This can be seen through the following data:

Data 20

I totally agree that smoking should be banned in public places

Data 21

I believe bullying is totally an unacceptable practice in our school. (Ministry of Education and Culture, 2017, p. 24)

Based on data 20 previously identified as having the value of love of peace because the meaning of the sentence contained an agreement not to smoke in public places. Smoking in particular can irritate and harm the health of others. The appeal and prohibition of smoking in public places will provide comfort for the general public, such as children and pregnant women in particular. This is what makes people able to move and breathe normal air in open spaces. Then, data

21 also describes the value of peace love because the meaning of the sentence contains an attitude of rejection of bullying or intimidation by humiliating others and even physically harassing them. Bullying can trigger resistance and resistance from the person, so that it does not reflect positive values. Therefore, bullying should be prohibited because it can interfere with the comfort of others.

k. Intellectual

Intellectual property is an intelligent attitude because it is disciplined and likes to read. This can be seen from the following data.

Data 22

Let's go to the library. (Ministry of Education and Culture, 2017, p. 5)

Data 23

 I'm reading an article on smoking. (Ministry of Education and Culture, 2017, p. 75)

Data 24

I bring a book to read. (Ministry of Education and Culture, 2017, p. 10)

Based on the 22 data above, it is considered to have an intellectual value because the meaning of the sentence describes a reading attitude. The use of the sentence lets go to the library basically contains an invitation to the library to read a book. Libraries are not only places where books are abused, but in essence, they are places to read books. Therefore, the meaning of the sentence has stated directly about the attitude of fond of reading. Then, data 23 is also considered to have intellectual value because the sentence directly describes the activity of reading articles. Furthermore, data 24 also includes intellectual value because the sentence has stated directly about his fondness for reading the book he brought.

l. Beautiful

Beautiful can be started with an attitude of caring for the environment towards the natural surroundings which is shown by caring for and not damaging the environment (Hadi, 2015, p.15). This can be seen from the following data.

Data 25

He cleans his room. (Ministry of Education and Culture, 2017, p. 5)

Based on data 25 it is also identified as the value of beautiful. This is explained in the meaning of the sentence which shows fond behavior to maintain cleanliness. In addition, an attitude of caring for the beautiful t is generally based on an attitude of fondness for maintaining cleanliness. An attitude of caring for the beautiful does not only include aspects of love for nature, but can be shown through a form of concern for public places for the sake of comfort and comfort.

m. Sympathy

Sympathy is a social attitude that puts the interests of others ahead of personal interests. In addition, a sympathy attitude is shown by maintaining togetherness regardless of other people's social status and putting it down. This can be seen from the following data.
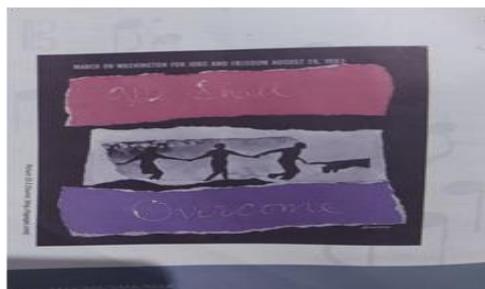
(Figure 2)

Based on Figure 2 above, it can be identified to show the value of sympathy. Figure 3 shows the person holding hands. Symbolically Figure 3 wants to convey that there is a need for high and close togetherness in doing something. This can be done by holding hands in order to maintain togetherness. Basically, something that is done together will make it easier and can help others lighten the activities they do. This is what makes the image have sympathy value.

n. Loyal

The attitude of loyal is based on the principle of self-sacrifice based on self-awareness towards family or others. This can be seen from the following data.

(figure 3)

Figure 3 is identified as having a loyal value because it shows an old man looking for goldfish in the river for food with his wife. The old man is a husband who is considered to have responsibility for his family. This picture symbolically wants to convey that as a man or a husband, he must be able to work to meet the needs of his wife as the head of the family. This attitude proves the existence of a high self-awareness as a man and his moral character (Ikhrom, Junaedi, and Ismail, 2019, p.144).

5. Conclusion

This study emphasizes the form of implementing character education values in English textbooks for grade 11 SMA. Based on the results of the analysis of the textbook, it was found that there were 14 values of character education, namely the value of religious character, honesty, discipline, diligent, creative, independent, nationalism, appreciation, communicative, peace-loving, intellectual, beautiful, sympathy, and loyal. Then, there are two forms of implementing character education values in the English textbook, namely through sentence text and visuals or images. The character values that are implemented through images are values nationalism, sympathy, and loyal. Through this research, it can help teachers describe the value of character education that is abstract and provide input for the education

office and publishers in determining the feasibility of using English textbooks used in schools.

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