CHAPTER I
INTRODUCTION

A. Background of the Research

An English textbook is a leading book used to help determine the teaching and learning of English activities. Teachers commonly use the English textbook as a primary source of teaching material, and the textbook also helps the students because they can easily access the material from the teachers. It already covers all the basic competence that is already loaded into the curriculum used by the education institution so that the progress of teaching and learning activities can run smoothly. The textbook also plays an essential role in education; in addition to determining educational activity, it can shape students' independent learning patterns[1] that will affect their academic presentation, personality, and social interactions.[2] The textbook also influences the attitude and performance of the student based on the provided material if they like it so that they will engage actively in the classroom.[3] For the teachers, textbooks have three main advantages: they can save more time and money because there is no need for the teacher to make or look for material that is needed in the teaching and learning activity; they contain pictures that are easier for the students to understand than teacher descriptions; and they already include kinds of objects that are difficult to bring into the classroom.[4] Therefore, the role of the textbook is essential during teaching and learning activities.

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[1] Gustini Rahmawati, "Buku Teks Pelajaran Sebagai Sumber Belajar Siswa di Perpustakaan Sekolah di SMAN 3 Bandung," *Edulib* 5, no. 1 (2015), https://doi.org/10.17509/edulib.v5i1.2307.

[2] Muhammad Saleh and Baharman, "Peran Strategis Buku Teks dalam Pembentukan Karakter Peserta Didik," *Seminar Nasional Dies Natalis ke-56 Universitas Negeri Makasar*, July 9, 2017, http://eprints.unm.ac.id/19097/.

[3] Mutiara Ayu and Rita Inderawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook," *TEKNOSASTIK* 16, no. 1 (April 6, 2019): 21–25, https://doi.org/10.33365/ts.v16i1.87.

[4] Luis Fernando Gómez-Rodríguez, "English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?," *Educ.Educ.* 13 (December 2010): 327–46.

In education, textbooks have been used for a long time in teaching and learning activities. Textbooks were initially developed to teach literacy to children learning the Latin alphabet, syllables, or even words.[5] The earliest known textbooks in the sixteenth century were written in Latin,[6] the common language of schools and scholars used to assist students in learning Latin. Textbooks have also been used in teaching and learning activities among children and adolescents since the sixteenth century in Europe. By the early twentieth century, textbooks had become the ideal foundation as a didactic source of knowledge based on memorization and repetition. At the same time, textbooks have become an indispensable resource for teachers who lack proper education, especially at the primary level.[7] Therefore, textbooks have a long history as a medium for learning. As described, the long journey of textbooks makes textbooks a determinant in the learning process, which can also be a medium for transferring values.

Aside from determining the progress of teaching and learning activities, a textbook can also be a medium to transfer some values that will be an example to the students and be applied in their daily lives. One of the values delivered to the student through the textbook is the concept of Islamic education. A study points out that teaching material in textbooks can play a role as a character mediator because textbooks explicitly and implicitly contain good social values. Therefore, textbooks are expected to be a learning reference for students to delve into the values, norms, social, and cultural education-related texts to be a resource for thinking, behaving, acting, and being helpful in

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[5] John F. Wakefield, "A Brief History of Textbooks: Where Have We Been All These Years?," June 1998, https://eric.ed.gov/?id=ED419246.

[6] Glenn Goslin, "History of Textbook," June 29, 2008, http://www.summaryplanet.com/summary/History-of-Textbook.html.

[7] Steffen Sammler, "History of the School Textbook," in *The Palgrave Handbook of Textbook Studies*, ed. Eckhardt Fuchs and Annekatrin Bock (New York: Palgrave Macmillan US, 2018), 13–23, https://doi.org/10.1057/978-1-137-53142-1_2.

their daily lives.[8] The textbook can be a reference for students to apply the values contained in the textbook in their daily lives.

Education plays a vital and strategic role in educating the nation's life and improving human resources to realize the ideals of the Indonesian government and general prosperity. One of the education systems implemented in Indonesia is Islamic education. Islamic education is a planned and systematic activity in developing students' potential based on Islamic religious principles that aim to achieve a balance of human personal growth through psychological exercises, reason, intelligence, feelings, and senses.[9] Islamic education in ancient times was organized in non-formal foundations such as boarding schools, but now Islamic education can be organized in formal institutions at the same level as public schools; the institution is called "*Madrasah*" (Islamic Schools). Thus, education is an important thing that is needed to realize the ideals of the nation and its general welfare. One of the education models implemented in Indonesia is Islamic education.

Islamic education has two main goals. The two primary goals are to achieve happiness in the hereafter and prosperity in the world. To achieve these goals, Several concepts of Islamic education are compiled that cover many things, one of which is *akhlak*. *Akhlak*, commonly called morals according to Syukur and Iwan[10], includes several categories. All of these categories are arranged for the realization of the goals of Islamic education.

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[8] Elavie Ndura, "ESL and Cultural Bias: An Analysis of Elementary Through High School Textbooks in the Western United States of America," *Language, Culture and Curriculum* 17, no. 2 (June 2004): 143–53, https://doi.org/10.1080/07908310408666689.

[9] Fathul Jannah, "Pendidikan Islam Dalam Sistem Pendidikan Nasional," *Dinamika Ilmu*, December 1, 2013, https://doi.org/10.21093/di.v13i2.23.

[10] Agus Syukur, "Akhlak Terpuji Dan Implementasinya Di Masyarakat," *Misykat Al-Anwar Jurnal Kajian Islam Dan Masyarakat* 3, no. 2 (2020): 143–64, https://doi.org/10.24853/ma.3.2.1-22; Iwan, "Pendidikan Akhlak Terpuji Mempersiapkan Generasi Muda Bekarakter," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 1, no. 1 (January 5, 2017), https://doi.org/10.24235/tarbawi.v1i1.1226.

In the process of implementing education, teachers and students need textbooks as a benchmark for teaching and learning activities. Because madrasah is a formal institution, they must follow the government's established curriculum, and the curriculum that has begun to be adopted by some madrasahs and schools is the Merdeka curriculum. In this curriculum, English is one of the subjects that the students must learn. As explained above, the textbooks used in madrasah must implement some values that will be an example to the students in their daily lives. The government has published an English textbook appropriate for the Merdeka curriculum that the institution can use for educational advancement. The textbook is "English for Nusantara" written by Ika Lestari Damayanti et al., published by the *Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.* (Center for Bookkeeping Standards Agency, Curriculum and Education Assessment Ministry of Education, Culture, Research, and Technology.). This book was written based on the Merdeka curriculum, which has several implementations of values and becomes a benchmark in the running of the teaching and learning process.

There have been many studies that have examined English textbooks. For example, a study entitled "The Analysis of Speech Acts in "English for Nusantara" Textbook" by Johan et al.[11] analyzes speech acts in the book "English for Nusantara" which is widely used in the grade 7 of junior high schools and Islamic junior high schools in Indonesia, which has adopted the Merdeka curriculum. Another study entitled "Representation of Religious and Moral Values in the English Textbook for Indonesian Junior High School: A CDA Investigation" by Nadhif[12] examines

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[11] Andrian Nuriza Johan et al., "The Analysis of Speech Acts in "English for Nusantara" Textbook," *International Conference on Science, Education, and Technology* 8 (October 15, 2022): 137–71.

[12] Ahmad Nadhif, "Representation of Religious and Moral Values in The English Textbook for Indonesian Junior High School: A CDA Investigation," *Kodifikasia* 11, no. 1 (August 30, 2017): 134, https://doi.org/10.21154/kodifikasia.v11i1.1148.

religious and moral values in the English book "When English Rings the Bell 7," which is widely used in the grade 7 of junior high schools and Islamic junior high schools in Indonesia that still use the 2013 curriculum. Another study is "A Critical Analysis of Moral Values in Vietnam-Produced EFL Textbooks for Upper Secondary Schools" by Van Canh.[13] This study examines the content of moral values in three English books in the 10th, 11th, and 12th grades of high schools in Vietnam. Another study, "Cultural Representations in Algerian English Textbooks" by Messekher.[14] examined the cultural content of English books used in 6th to 9th-grade secondary schools. These studies were conducted to determine the desired content in the English book that the researcher has chosen.

From some of the studies mentioned in the previous paragraph, the studies done before will support the research that was done. In the first study, it is noted that the study concluded that this book has 191 conversations, of which 108 are assertive. This research correlates with the research that was done in the book that is the object of the research. While the second study resulted in the conclusion that religious and moral values in this book are divided into four. This study correlates with the values used as research subjects and the research to be done. The third study is conducted in Vietnam, concluding that the three books contain moral values. This research correlates with the study's subject, namely the similarity of values that was used as subjects. While the fourth study concluded that the culture most widely contained in the book is the culture of the United States, the relationship between this research and the research to be conducted is culture, where the culture to be

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[13] Le Van Canh, "A Critical Analysis of Moral Values in Vietnam-Produced EFL Textbooks for Upper Secondary Schools," in *Situating Moral and Cultural Values in ELT Materials*, ed. Handoyo Puji Widodo et al., vol. 9, English Language Education (Cham: Springer International Publishing, 2018), 111–29, https://doi.org/10.1007/978-3-319-63677-1_7.

[14] Hayat Messekher, "Cultural Representations in Algerian English Textbooks," in *International Perspectives on Materials in ELT*, ed. Sue Garton and Kathleen Graves (London: Palgrave Macmillan UK, 2014), 69–86, https://doi.org/10.1057/9781137023315_5.

undertaken in this research is Islamic culture. As explained in the paragraph, the studies discussed are used as a comparison and a reference for this research.

Overall, the difference between these four studies and the research to be done is the textbook used as the object and subject of research. In these studies, the thing or book studied differs from the textbook that was studied in this study, although the textbook used is the same in the first study. At the same time, the research subject differs from the previous studies above, discussing speech acts, Islamic values, and culture. In contrast, this study examined the values of Islamic education concepts that are narrowed down to *akhlak* education or what is often called moral education. These differences can make this research different from previous research.

This research is essential to find out the content of the values of the concept of Islamic education in this book, both explicitly and implicitly. For example, moral values toward society can make students better socializers who will later become valuable individuals for the country and nation and can achieve happiness in the world and the hereafter. For this reason, the research entitled "Exploring the Representation of Islamic Education Concepts Values in English for Nusantara Textbook for Grade 7: A Content Analysis" is essential to do.

B. **Research Focus and Scope**

This study used the values of the Islamic education concept that has some goals to achieve the Islamic education goals with the hope that the students can apply them in their daily activities as a subject of the study. The object of the study is an "English for Nusantara" textbook written by Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, Aji Jehan Fellani, Raymon Rahmadhani; and published by *Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi* (Center for Bookkeeping Standards Agency, Curriculum, and Education

Assessment Ministry of Education, Culture, Research, and Technology) in 2022 and designed based on Merdeka curriculum. These textbook addresses grade 7 junior high school students or Islamic junior high school students in Indonesia who are beginners in English learning.

C. Research Problems

Based on the background of the research, the research problems are:

1. What Islamic education concept values are found in this textbook?
2. What forms the Islamic education concept values implicitly and explicitly embodied in this textbook?

D. Research Objectives

Based on the research problems, the research objectives that are archived are:

1. To find out the Islamic education concept values that are contains in this textbook.
2. To find out how these Islamic education concept values are implicitly and explicitly embodied in this textbook.

E. Research Significances.

1. Theoretically.

This study explained the values of the Islamic education concept in the book "English for Nusantara" for grade 7 published by *Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.* (The Center for Bookkeeping of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research and Technology).

2. Practically.

The researcher hopes that the results of this study can be helpful for:

a. Teacher

Teachers can interpret and teach the values of Islamic education concepts contained in the book that are implemented more efficiently through examples in the book.

b. Students

Students can apply the values of the concept of Islamic education contained in this book in daily activities to achieve the Islamic education concept.

c. Policymakers

This research is expected to be an input for policymakers regarding textbooks that will be used in educational spaces, such as writers, editors, publishers, etc., in applying the concept of Islamic education in textbooks.

d. Other Researcher

Other researchers do make more research with different indicators by making this book the object under study.

F. Definition of Key Terms

To avoid misunderstanding in understanding the terms in this study, researchers use several terms, including:

1. Content Analysis

Content analysis is a research technique for concluding text or other meaningful things that are valid and can be researched back to the context of their use.[15] So that many people can more easily understand the text or content under study.

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[15] Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 2nd ed (Thousand Oaks, Calif: Sage, 2004).

2. Textbook

The textbook is a book that contains detailed information about a subject for people who are studying that subject.[16] It also already covers all of the basic competence that is already loaded in the curriculum used by the educational institution.[17] So, the textbook is suitable for use in learning because it meets students' requirements.

3. Merdeka Curriculum

The Merdeka Curriculum is a new curriculum that was used when this research was done. The purpose of the Merdeka Curriculum is to restore school authority and the ability of local governments to manage education in their areas on their own. Accelerate national education goals and prepare for global challenges in the 4.0 revolutionary era, improving character education through *Profil Pelajar Pancasila*, be a reformer curriculum that harmonized with 21st-century education demand.[18] The Merdeka curriculum characteristic is to improve soft skills and character, focus on essential material, and flexibility of learning.[19]

G. **Organization of Thesis**

This thesis consists of 5 chapters, including:

1. CHAPTER I INTRODUCTION: Contains the background of the problem of study, research focus and scope, research problems, research objectives, research significances, the definition of key terms in this thesis, and organization of the thesis.

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[16] "Textbook," Cambridge Dictionary, February 22, 2023, https://dictionary.cambridge.org/dictionary/english/textbook.

[17] Rahmawati, "Buku Teks Pelajaran Sebagai Sumber Belajar Siswa di Perpustakaan Sekolah di SMAN 3 Bandung."

[18] Wilman Juniardi, "Mengenal Tujuan Kurikulum Merdeka Belajar Yang Wajib Diketahui Guru," Quipper Blog, accessed February 22, 2023, https://www.quipper.com/id/blog/info-guru/tujuan-kurikulum-merdeka-belajar/.

[19] "Beranda | Kurikulum Merdeka," accessed February 22, 2023, https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/.

2. CHAPTER II REVIEW OF RELATED LITERATURE: Contains several theories related to the research title, including theories about Islamic Education, Textbooks, and Integration of Islamic education Concept values in textbooks, theoretical frameworks, and review of previous studies.
3. CHAPTER III RESEARCH METHODOLOGY: Contains the methods used in the research, research object overview, instrument, data collection technique, research validity, and data analysis technique.
4. CHAPTER IV RESEARCH FINDINGS AND DISCUSSION: contains an overview of the object research, description of the data, data analysis and results of the research, and discussion of the data found.
5. CHAPTER V CONCLUSIONS AND RECOMMENDATIONS: Contains conclusions from the research and recommendations to the parties mentioned.

10