CHAPTER 1
INTRODUCTION

A. Research Background

Education is the most important aspect of human life. Through education, a human can learn many things without any limitation. Everyone has the right to get a proper education, whether informal, non-formal or informal form. For everyone, education is the most important thing to achieve what they want. Education is a person's intermediary to be successful in the future.

Education is also an important instrument for each country to increase its competitiveness, such as politics, economy, law, culture and defense. Many countries always build their world of education without stopping, including developing countries. Education becomes one of the investments to improve the quality of their nations.

Indonesia uses education to form the next-generation to have ideology and has a noble character. Education is a real effort to facilitate individuals in achieving independence and mental maturity so that they can use to survive in life[1]. No wonder if Indonesia is very serious in education development, starting from the need for students, teachers and systems that can develop because of time.

Meanwhile, education in Indonesia has two systems, general and religious education (Islam and school of every other religions). So, it has different regulations and ministries. Indonesia involves two separate governing structures in terms of education, with the Ministry of National Education (MONE) controlling general education and the Ministry of Religious Affairs (MORA) managing Islamic education[2]. Then, the Islamic education system is established to meet the needs of ordinary people. In the Dutch colonial era, formal

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[1] Yenny Puspita, "Pentingnya Pendidikan Multikultural," *Seminar Nasional Pendidikan Universitas PGRI Palembang*, 2018, 285–91.

[2] Uswatun Qoyyimah, "Inculcating Character Education through EFL Teaching in Indonesian State Schools," *Pedagogies* 11, no. 2 (2016): 2, https://doi.org/10.1080/1554480X.2016.1165618.

education was only for Dutch and Indonesian nobles so that Islamic education becomes the alternative way[3].

To support the learning process and materials understanding, using textbooks is the right choice and become a media for learners to comprehend and learn from material that they are reading[4]. It is still used as a source of the main material, including in learning English. One of many textbooks approved by the Ministry of Education and Culture of Indonesia (MOEC) is the English language textbook. The textbook becomes a source for learning English in class. It has enough complete material because it is based on the syllabus and the applicable curriculum. No wonder if textbook needs are essential for learning English. Textbooks include a variety of texts, especially to meet unique curriculum objectives[5].

There are some differences in the English textbook used. In public school, the content is more common and used by all school types published by the ministry of education. While in Islamic schools is uses the content identical to Islamic. It is published by the Ministry of Religious Affairs. The schools often use the textbooks published by the ministry of education because there are many religions in Indonesia. It considers that schools are impartial to one of the religion, teaching religious and tolerance because one of the main objectives of language teaching is to improve understanding, intercultural tolerances and beliefs[6]. Textbooks are widely used throughout the country and already make decisions used as learning guidelines. It can increase using textbooks by educators and

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[3] Tuti Hidayati, "English Language Teaching in Islamic Education in Indonesia; Challenges and Opportunities," *Englisia Journal* 3, no. 2 (2017): 65, https://doi.org/10.22373/ej.v3i2.751.

[4] L U Qodriani and M Y Kardiansyah, "Exploring Culture in Indonesia English Textbook for Secondary Education," *... Pendidikan Indonesia)* 7, no. 1 (2018): 51, https://doi.org/10.23887/jpi-undiksha.v7i1.13692.

[5] Budi Setyono, "The Portrayal of Women in Nationally-Endorsed English as a Foreign Language (EFL) Textbooks for Senior High School Students in Indonesia," *Sexuality and Culture* 22, no. 4 (2018): 1077–93, https://doi.org/10.1007/s12119-018-9526-2.

[6] Qodriani and Kardiansyah, "Exploring Culture in Indonesia English Textbook for Secondary Education." *... Pendidikan Indonesia)* 7, no. 1 (2018): 52, https://doi.org/10.23887/jpi-undiksha.v7i1.13692.

students from various regions in Indonesia[7]. The use of textbooks published by the ministry of education is more preferred by teachers to meet the needs of the subject matter.

For a teacher, the use of textbooks helps to explain the material to the student and is essential to use when learning in the classroom. It becomes one of the sources of information to increase knowledge from textbooks. The textbook becomes as source of information mentioned in the curriculum. It plays a fundamental role in education besides providing knowledge and skills material. Textbooks can guide students to improve academic competencies.

There are several elements that should be taken into account in making a good textbook because the various rules and standards need to be addressed when creating a textbook. To guarantee the accuracy of EFL textbooks, the textbook draft has been checked by the appropriate EFL experts. Based on the criteria set by *Badan Nasional Sertifikasi Pendidikan* (BNSP) or The Indonesian Board of National Education Standards, the textbooks were screened on aspects of the viability of the generic structure, adequacy of students-centered learning support activities, metacognitive and critical thinking skills as well as language accuracy[8].

BNSP is an independent, professional and independent institution with a mission to develop, monitor the implementation and evaluate the implementation of national education standards. The standards developed by BNSP are effective and bind all national education units[9]. The materials in the textbook must also match the criteria set by BNSP. They are content, presentation, linguistic and graphics appropriateness.

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[7] Budi Setyono and Handoyo Puji Widodo, "The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis," *Intercultural Education* 30, no. 4 (2019): 4, https://doi.org/10.1080/14675986.2019.1548102.

[8] Derecorate Generale of Law Regulations, *Decree of The Indonesian Ministry if Education and Culture no. 8/2016 AboutTtextbooks Used in Basic and Secondary Education* (Jakarta: Direktorat Jenderal Peraturan Perundang-Undangan, 2016).

[9] https://bsnp-indonesia.org/tentang-bsnp-2/

One of the material criteria mentioned by BNSP is content appropriateness. The content is the implementation of Indonesian culture or habits that are included in the textbook. The national education based on the nation's culture is applied in a textbook, including English. That textbook is as an agentof ideology (Pancasila) contained in the official curriculum. Ideologically, Indonesia's school textbooks need to avoid pornographic material, extreme ideology, radicalism, violence, ethno religious-racist feelings and gender bias[10].

In education, studying five principles can be done through textbooks published by the ministry of education. Pancasila is not only available in *Pendidikan Kewarganegaraan* (PKN) or *Ilmu Pengetahuan Sosial* (IPS) lessons but it can also be found in English lesson. The former introduces the topic of Pancasila and Citizenship (PPKN) at level of education, while the latter includes the stipulated morals and values of the government to be strengthened across all subjects taught, including English language subjects[11]. The content in English textbooks should not be contrary to the ideology of the nation. Through the content, teaching it can be alternative of Education Ministry to educate students.

English textbooks become one of the learning media that can be used as guidelines so that they can apply English textbook contents in everyday life. The English material includes four skills. They are reading, listening, speaking and writing. Students have a high curiosity and textbooks are one of the media that can meet their curiosity. However, there are many students who learn English through textbooks that practice western cultures, such as, when interacting with adults or parents, behaving with others and so forth. Many students follow the western habits or culture. Therefore, it is very necessary to have English textbooks containing the

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[10] Direcorate General of Law Regulations, *Decree of the Indonesian Ministry of Education an Culture no. 8/2016 about Textbooks Used in Basic and Secondary Education* (Jakarta: Direktorat Jenderal Peraturan Perundang-Undangan, 2016).

[11] Qoyyimah, "Inculcating Character Education through EFL Teaching in Indonesian State Schools." *Pedagogies* 11, no. 2 (2016): 2, https://doi.org/10.1080/1554480X.2016.1165618.

values of Pancasila ideology. This is very helpful for students to always uphold the ideology of Pancasila and practice the values in their lives.

Through the content of the textbook, it can show the existence of Indonesian ideology, even though learning a foreign language. The ideology is the five principles in Pancasila. 1) *Ketuhanan Yang Maha Esa*, 2) *Kemanusian yang adil dan beradab*, 3) *Persatuan Indonesia*, 4) *Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan/perwakilan,* 5) *Keadilan sosial bagi seluruh rakyat Indonesia*. The five principles or value, namely: The value of divinity, humanity, unity, democracy and justice[12].

The values of Pancasila are a reflection of Indonesia behavior and actions. It also really affects the character of each individual. The school is one of the right places to learn the values of Pancasila that can shape the students' character by the values of character education. In character education, there are important points. They are Religious, Nasionalist, Integrity, Independence and Mutual Cooperation. These values are already contained in the presidential regulation law No. 20 of 2018 on *Penguatan Pendidikan Karakter*[13].

The ideology in English textbooks can provide character education under the habits of Indonesians. Integration of character values into subjects covers character values that can develop, expand, and relate to the context of students' daily lives. It is the role of English textbooks containing the Pancasila ideology not only displaying materials but can provide character education with five principles of Pancasila. Students do not only learn English, but they will also learn strong qualities of character to help them reach the right direction during their adolescence. Each principle has its own point based on the habits, cultures and personality of Indonesian people. Even though Indonesia consists of a

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[12] Jagad Aditya Dewantara et al., "Pancasila as Ideology and Characteristics Civic Education in Indonesia," *International Journal for Educational and Vocational Studies* 1, no. 5 (2019): 403, https://doi.org/10.29103/ijevs.v1i5.1617.

[13] Kemendikbud, *Permendikbud Nomor 20 Tahun 2018 Tentang Penguatan Pendidikan Karakter pada Satuan Pendidikan Formal* (Permendikbud RI No 20 Tahun 2018), 1.

variety of different tribes, races, cultures and skin colors, Pancasila becomes used to unite the people of Indonesia.

According to Firman Allah Q.S Al-Hujurat 13:[14]

"*Yā ayyuhan-nāsu innā khalaqnākum min żakariw wa unṡā wa ja'alnākum syu'ụbaw wa qabā`ila lita'ārafụ, inna akramakum 'indallāhi atqākum, innallāha 'alīmun khabīr.*"

"O mankind! Indeed, We hae created you from male and female and made you nations and tribes that you may know one another. Indeed, the most moble of you in the sight of Allah is the most Godwary among you. Indeed, Allah is Knowing and Aware."

The verse describes the creation of men and women then has different tribes. Despite the huge diversity, these differences can make people know each other. People can learn from each other, getting new sights from others and more tolerant. As in Indonesia which has many differences; ethnicity, religion, tradition and language. Yet, with these differences will give a more attractive color.

Based on the above statement, researcher chose a textbook entitled *When English Rings a Bell* for Grade VIII SMP/MTs. The reason why the researcher chose the English textbook as the object is because it is published by the Ministry of Education and Culture of the Republic of Indonesia and used by many students in this country. Based in those reseans, the research wants to conduct a research entitled "PANCASILA VALUES ON THE ENGLISH TEXTBOOK *WHEN ENGLISH RINGS A BELL* FOR CREATING STUDENTS' CHARACTER".

B. Research Focus and Scope

This research focus on the analysis of textbooks published by the Indonesian Ministry of Education and Culture. The focus of the textbook analysis is on content in the form of texts and images. Analysis of these content based on the values in ideology Pancasila then continue based on law No. 20 of 2018 in Strengthening Character Education (*Penguatan Pendidikan Karakter*).

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[14] Al-Quran, Al-Hujurat 13, *Al-Quran Hafalan Mudah; Terjemahan dan Tadjwid Warna* (Bandung: Cordoba Internasional-Indonesia, 2021), 517.

The scope of this research is an English textbook entitled *When English Rings a Bell* grade VIII SMP/MTs published by the Indonesian Ministry of Education and Culture.

C. Research Questions

Based on the research background, it can be concluded that the problem formulation in this study is as follow:

1. What are the ideological values of Pancasila in the English textbook *When English Rings a Bell* for grade VIII SMP/MTs published by the Ministry of Education and Culture?
2. How do the ideological values of Pancasila in the English textbook *When English Rings a Bell* for grade VIII SMP/MTs published by the Ministry of Education and Culture create the students' character?

D. Research Objectives

Based on the above statements of the problem, it can be concluded that the research has the following objectives:

1. To find out the ideological values of Pancasila in the English textbook *When English Ring a Bell* for grade VIII SMP/MTs published by the Ministry of Education and Culture.
2. To analyze the ideological values of Pancasila in the English textbook *When English Rings a Bell* for gradeVIII SMP/MTs published by the Ministry of Education and Culture create the students' character.

E. Research Significances

Based on the above objectives, this research has the following theoretical and practical benefits:

1. Theoretically

   This research can provide benefits and references for further researchers in general regarding content analysis in English textbooks. The content must be in accordance with the establishment of BNSP and should not be contrary to the ideology of Pancasila.

2. Practically, it has the following benefits:
   a. For the English teachers, English teachers will receive instructions to select the appropriate textbook before

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learning in class. Then teachers can also develop it to shape the character of students from within themselves.

b. For students of the English Department, this study has the benefit of developing teaching materials and choosing English textbooks according to established standards.

c. For the faculty, the benefit for the faculty is that it can provide developing literacy and scientific work among English language students.

d. For the next researchers, this research can be one of the guidelines, references and feedback for research and other scientific works such as journals and articles with the same research object.

F. Definition of Key Terms

This study will discuss the analysis of Pancasila values in English textbook class VIII to form character education in students. So, this research does not become very broad then the limitations are as follows.

1. Value

   Value is something abstract, can be seen from the behavior of someone who has a relationship with facts, actions, norms, morals and beliafs[15]. Values are things that guide human life interacting with others, whether the action is right or wrong, good or bad and detrimental to others or not. The values must be positive to from better human behavior.

2. Pancasila

   According to the *Kamus Besar Bahasa Indonesia*, Pancasila is the basis of the state as well as the philosophy of the Indonesian nation consisting of 5 principles. (1) *Ketuhanan Yang Maha Esa*, (2) *Kemanusiaan yang adil dan beradab*, (3) *Persatuan Indonesia*, (4) *Kerakyatan yang dipimpin oleh hikmat permusyawaratan perwakilan*, (5) *Keadilan sosial bagi seluruh rakyat Indonesia*[16].

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[15] Ade Imelda Frimayanti, "Implementasi Pendidikan Nilai dalam Pendidikan Agama Islam," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 8, no. 2 (2017): 240.

[16] https://kbbi.web.id/Pancasila

3. Character Education

Character education is a deliberate (conscious) effort to realize policy, namely the quality of humanity that is good objectively, not only good for individuals but also society as a whole[17].

G. Organization of Thesis

To make it easier for the reader to understand, the researchers divided it into five chapters as in the following structure:

The first introduction, it presents research background is to provide research-related information such as cases or outstanding issues, ranging from general to specific. Research focus and scope is restrictions on topic discussion so that it will not expand everywhere and feel more specific. Research questions, because of problems in the background so that questions arise about the values of Pancasila and character education in textbooks. Research objectives aim to answer questions and what is to be achieved in research. Research significance, contribution of research results aims to the parties concerned such as faculty, students, teachers, students and further research. This chapter also provides the definition of key terms, to describe keywords using operational definitions related to research and the organization of the thesis is the sequence of research chapters makes it easier for readers to learn them.

The second chapter presents theoretical description is only describe the theories related to research and relevant ranging from descriptions of textbooks, Pancasila, character education and research methods using CDA. Theoretical framework, in this section will connect all theories with research materials. Review of previous study ia the previous research has similarities with subsequent research ranging from the topic of discussion and methods used to research.

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[17] Thomas Lickona, *Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian yang Baik, Integritas dan Kebajikan Penting Lainnya*, terj. Juma Abdu Wamaungo dan Jean Antunes Rudolf Zein (Jakarta: PT Bumi Aksara, 2015), 6.

The third chapter presents research method, explain about the method to be used in the research is to use the CDA method or library research (textbook). Research participants/subject, using English textbook grade VIII for SMP/MTs and use CDA method. Instruments and data collection technique, the process of collecting data using textbook sources, journals, scientific articles and literature reviews that have been selected and analyzed before. CDA (Critical Discourse Analysis) method to explain how to analyze the data. Data analysis technique using authentic data in the form of premier sources, secondary sources and analysis of textbook content in the form of documentation (photos or images), dialogues or texts. Research ethical considerations, the data taken is not the result of people. Researchers take data by the necessary methods and need to use research materials such as textbooks supported by journals, journal articles and other literature without changing the content and editing the images to maintain the authenticity of the data.

The fourth chapter research results, presenting data and findings from research objects related to the values of Pancasila and character education in English textbooks. Discussion will be presenting the main discussion on the values of Pancasila and character education.

The fifth chapter conclusions about the results of the study. The implications of this research are aimed at related parties and some suggestions for establishing essential points in the research.

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