

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

In this part, some terms are defined and explained using theories. They are the 2013 curriculum, materials development, textbook, character education, and integration of character education. Each one is made up of sub-terms that help to explain the concept.

##### 1. The 2013 Curriculum

In Indonesia, the curriculum has changed and evolved many times. The previous curriculum, School-Based Curriculum (KTSP) 2006, was recently replaced with the new 2013 curriculum by the National Education Department. The 2013 curriculum was implemented in July 2013. The existence of the 2013 curriculum draws a lot of attention and sparks debate among most individuals because some people believe the curriculum is not yet ready for ready usage. The 2013 curriculum emphasizes competency and character development.

According to the Ministry of Education and Culture, the fundamental goal of this curriculum is to develop persons who are God-fearing, good in character, self-assured, successful learners, responsible citizens, and constructive members of society<sup>1</sup>.

The learning plan shows the difference between the 2006 school curriculum and the 2013 school curriculum. In the 2006 curriculum, the curriculum is established under the authority of the school unit (school)<sup>2</sup>. Therefore, with the exception of particular subjects established by specific schools, the creation of the 2013 curriculum is under the control of the central government. Despite the fact that the syllabus is provided by the government, teachers retain the authority to create lesson plans and materials for use in the teaching process.

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<sup>1</sup> Rochmawati, *English Curriculum and Material Development*, 51.

<sup>2</sup> Erninda Lutfi Istandy, "Character Education Analysis of an English Textbook Entitled PATHWAY TO ENGLISH FOR SENIOR HIGH SCHOOL GRADE XI GENERAL PROGRAMME" (Universitas Negeri Semarang, 2019), 14, [https://lib.unnes.ac.id/34301/1/2201415121\\_Optimized.pdf](https://lib.unnes.ac.id/34301/1/2201415121_Optimized.pdf).

The core competencies and basic competencies are the two key components of the 2013 Curriculum. The syllabus is then created, which includes core competencies, standard competencies, indicators, and main materials. Lesson plans are then developed from the syllabus. This curriculum places a strong emphasis on teaching students not just the cognitive domain, but also the psychomotor and affective domains, all of which contribute to the development of character education values<sup>3</sup>. As a result, the 2013 Curriculum emphasizes establishing a good cognitive domain as well as good character values.

## 2. Materials Development

According to the Oxford dictionary, materials are information or ideas used to create a book or other work<sup>4</sup>. Richard explains that there are three forms of materials<sup>5</sup>:

- a. Books, workbooks, worksheets, and readers are examples of printed materials;
- b. Materials that are not printed, cassette or audiotapes, movies, or computer-based materials are examples;
- c. Materials both from print and non-print sources, such as self-access materials and internet-based materials.

According to Tomlinson, the term “material” refers to anything that can be used to facilitate the learning of a language. They can be a gesture, visual, auditory, and they can be offered in print, on cassette, CD-ROM, DVD, or the internet, or through live performance or display<sup>6</sup>. He

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<sup>3</sup> Elva Ayu Wardani, Zakiyah Tasnim, and Wiwiek Eko B, “Analysis of Character Education Values in the English Textbook for the Twelfth Grade Senior High School Students: Bahasa Inggris Sma/Smk,” *Jurnal Pendidikan Karakter* 9, no. 2 (2019): 233, <https://doi.org/10.21831/jpk.v9i2.26416>.

<sup>4</sup> Dictionaries Spanish Oxford, “Oxford Living Dictionaries,” in *Dictionary*, 2002, <https://en.oxforddictionaries.com/definition/material>.

<sup>5</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, CAMBRIDGE UNIVERSITY PRESS, First (Cambridge: Cambridge University Press, 2001), 251, <https://doi.org/10.1017/CBO9780511667220>.

<sup>6</sup> Divya Balachandran, “Criteria-Based Post-Use Evaluation of English Textbooks,” *International Journal of English Language, Literature and Humanities* II, no. V (2014): 73, <http://ijellh.com/papers/2014/September/07-72-88-sept-2014.pdf>.

also explains the basic principles in producing language teaching materials<sup>7</sup>:

1. Materials must be impact resistant
2. The materials should make the learner feel at ease
3. Materials should aid in the development of confidence in learners
4. Students should find what they are learning to be relevant and valuable
5. Materials should encourage and promote student's self-investment
6. Learners must be prepared to understand the concept taught
7. Materials should provide learners with opportunities to use the target language to achieve communication goals
8. Materials should take into account the positive effect of interaction and sometimes delays, resulting in an effective attitude
9. The design of materials should be adapted to the various learning style
10. Materials should accommodate for the fact that students' effective attitudes differ
11. Materials should allow for a little period of silence at the start of the interaction
12. Materials should not be overly dependent on controlled exercise
13. Materials should provide feedback on results.

In the textbook, the material should be considered as the most important aspect. The materials determine the content of the lesson, the balance of skills taught, and the type of language exercises students will participate in. In another case, teaching materials are used to complement teacher interactions<sup>8</sup>. Cunningsworth explains that is materials evaluation is a difficult task because there are so many factors that influence whether or not course books succeed in the classroom. As a result, it is to keep the number of criteria employed and the number of questions

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<sup>7</sup> Rochmawati, *English Curriculum and Material Development*, 60.

<sup>8</sup> Richards, *Curriculum Development in Language Teaching*, 252.

answered under control. This is why it is so important to prioritize the standards we adopt and focus on the standards that are most relevant to the situation in which the material is used<sup>9</sup>. The target of material evaluation is to increase the quality of books. As a result, the creation of textbook materials is crucial. The following is Richard's description of the advantages and disadvantages of material development<sup>10</sup>:

The following are some of the advantages of educational material development:

1. Relevance: Materials directly related to the needs of students can create students and institutions, as well as materials that reflect local content, issues, and concerns.
2. Develop expertise: The development of materials can help employees develop professional knowledge, allowing them to better understand the quality of effective features material.
3. Reputation: Institutionally developed materials can help to improve the institution's reputation by displaying the institution's dedication to providing materials relevant to it is students.
4. Flexibility: institutional materials can be revised or adapted to meet the needs of students. It has the potential to increase students' interest in the materials and boost their excitement for them.

Before creating materials, consider the following disadvantages:

- a) Cost: It takes time to produce high-quality materials, and such projects require sufficient time and human resources.
- b) Quality: Teacher-created materials may not convey the same image because they struggle to meet the same design and manufacturing standards as commercial materials.

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<sup>9</sup> Alan Cunningsworth, *Choosing Your Coursebook* Alan Cunningsworth (Cambridge University Press, 1995), 5, <https://pdfcoffee.com/choosing-your-coursebook-aln-cunningswort-pdf-free.html>.

<sup>10</sup> Richards, *Curriculum Development in Language Teaching*, 261–62.

- c) Training: Adequate training should be offered to teachers to prepare them for the materials writing project. Before beginning the project, the teacher should thoroughly prepare to hone their skills.

As a result the following explanation, teachers must choose content from textbooks that is appropriate to the needs of students. Teachers should consider the content of textbooks, which is very different from the content of textbooks that give positive value to hidden textbooks and inappropriate content that gives negative character values to students.

### 3. Textbook

This section consists of the meaning of a textbook that conveys textbook description, criteria, and role of teaching materials.

#### a. Definition of Textbook

Textbooks are materials used by students to learn. Cunningsworth explains that a textbook is one of the instructional materials that should be regarded as resources to achieve the goals and objectives previously set according to the needs of students<sup>11</sup>. It means that textbooks can be used in class to ensure that students are learning effectively. To summarize, the teacher must be aware of the textbook's content before it is being used in the classroom.

Textbooks are important for both students and teachers. According to Harmer, the textbooks are utilized to assist students as well as give structure and guidance for teachers<sup>12</sup>. A textbook's goal is to entice students to research or explore the subject they will be researching. According to Graves, a textbook provides a standard source of knowledge as well as a teaching

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<sup>11</sup> Cunningsworth, *Choosing Your Coursebook* Alan Cunningsworth, 7.

<sup>12</sup> Mutiara Zein, Sumarsih Sumarsih, Indra Hartoyo, "AN ANALYSIS OF CHARACTER EDUCATION VALUES IN THE 2013 CURRICULUM ENGLISH TEXTBOOK OF THE TENTH GRADE STUDENTS," *Journal of English Language Teaching of FBS UNIMED* 8, no. 2 (2019): 4, <https://doi.org/https://doi.org/10.24114/reg.v8i2.19647>.

and learning tool for the formal study of a topic<sup>13</sup>. It is recognized as one of the many resources available to teachers for enhancing the creative impact of their lessons.

From the above, it is clear that a textbook is a teaching tool as well as a key source of information for both students and teachers.

#### **b. The Role of Textbook**

Cunningworth explains that textbooks have multiple roles in English teaching<sup>14</sup>:

- a. A source of presenting material (both spoken and written).
- b. Source of activity for students to practice and interact in communication.
- c. A grammar, vocabulary, pronunciation, and other reference sources for the learner.
- d. A source of creative language-related activities for the classroom.
- e. Syllabus (they reflect previously agreed to learn goals)
- f. Resources for self-reflection or self-acceptance at work.
- g. Resources for inexperienced teachers but become more confident.

#### **c. The Advantages and Disadvantages of Utilizing Textbook**

Textbooks can greatly benefit teachers and classroom activities; textbooks can also be very beneficial to students. There are advantages and disadvantages to using textbooks in the classroom, depending on how they are used. The following are some advantages of using a textbook, as described by Richard<sup>15</sup>:

1. Textbooks provide structure and syllabus for the program.

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<sup>13</sup> Nurul Lailatul Khusniyah, "Evaluation Study of English Textbook for Indonesian Junior High Schools," *Edulangu* 2, no. 1 (2019): 36, <https://doi.org/10.20414/edulangu.v2i1.850>.

<sup>14</sup> Cunningworth, *Choosing Your Coursebook Alan Cunningworth*, 7.

<sup>15</sup> Richards, *Curriculum Development in Language Teaching*, 254–255.



A textbook contains all the plans and programs that students and teachers need to complete the teaching process.

2. Textbooks help to standardize instruction  
The use of textbooks in the program helps to ensure that students in different classes are exposed to similar materials and thus taste in the same way.
3. Textbooks maintain quality  
Textbooks always ensure the quality of the content and provide materials suitable for stages, syllabus, and curriculum.
4. Textbooks provide a variety of learning resources  
Textbooks often include Workbooks, CDs and tapes, videos, CD-ROMs and comprehensive teaching guides provide a wealth of resources for teachers and students.
5. Textbooks are efficient  
Textbooks save teachers' time and allow time to focus on teaching instead of making their materials.
6. Textbooks can provide effective language models and input  
Textbooks can help teachers whose native language is not English and may find it difficult to provide accurate language input by themselves.
7. Textbooks can train teachers  
Textbooks are extremely beneficial to teachers in terms of understanding and effective teaching material.
8. Textbooks are visually appealing  
Commercial textbooks usually have design and production standards, making them appealing to both students and teachers.

Not all textbooks have a positive impact; some disadvantages that we may encounter when using a textbook are as follows<sup>16</sup>:

1. Textbooks may contain inauthentic language

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<sup>16</sup> Richards, 255–256.

Textbooks sometimes provide inauthentic language because the text, dialogue, and other content are usually designed specifically for written by integrating teaching points, it does not always indicate the use of actual language.

2. Textbooks may distort the content  
Textbooks often give an ideal world view or not real problems. They make some teachers and students feel that it is beneficial and contradictory, even educational institutions.
3. Textbooks may not reflect the student's needs  
To make textbooks relevant to students and needs, textbook authors often choose some criteria.
4. Textbooks can decrease the teacher's productivity  
If teachers use textbooks as their main source, the efficiency of teachers preparing their materials will be reduced.
5. Textbooks are expensive  
Business textbooks are an economic burden for students from all over the world. Textbooks are usually more expensive than other types of books, such as novels, comics, thrillers, and other novels.  
Textbooks are real benefits for students, teachers, schools, and experts. Textbooks for all students and teachers need to develop their ability to use language and other knowledge.

**d. Criteria in Selecting and Evaluating Textbooks**

Cunningsworth explains that the textbook's criteria are as follows<sup>17</sup>:

1. Textbooks should correspond to learners' needs. These must correspond to the language program's goals and objectives.
2. Textbooks should reflect the uses (present or future) that learners will make of the language. Need to choose a textbook that will help students use the language effectively for their own purposes.

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<sup>17</sup> Cunningsworth, *Choosing Your Coursebook* Alan Cunningsworth, 15-17.



3. Textbooks should take account of students, need as learners and should facilitate their learning processes, without dogmatically imposing a rigid “method. Textbooks assist students in variety of ways. They choose which element to study (grammar, duties, skills, etc.).
  4. Textbooks should have a clear role as a support for learning, like teachers, they should mediate between target language and the learner. Textbooks facilitate learning by putting the student and the target language together to control the situation.
- e. **English Textbook Entitled *Bahasa Inggris Think Globally Act Locally***

The English textbook *Bahasa Inggris Think Globally Act Locally* is an English textbook published by the Ministry of Education and Culture (*Kemendikbud*) for the ninth grade of Junior High School<sup>18</sup>. This is a student book created by the government for the adoption of the 2013 curriculum.

The Ministry of Education and Culture has published *Bahasa Inggris Think Globally Act Locally* for Junior High School students to support the 2013 curriculum. It contains 11 chapters with various themes as follows:

First Semester

Chapter I : Congratulations!

Chapter II : Let’s live a healthy life!

Chapter III : Be healthy, be happy

Chapter IV : This is how you do it!

Chapter V : Everybody is always in

the middle of something

Chapter VI : We have been to an orphan home. We went there last Sunday  
Second Semester

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<sup>18</sup> Siti Wachidah, Asep Gunawan, and Diyantri, *Bahasa Inggris Think Globally Act Locally*, revisi (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018).

Chapter VII	: Sangkuriang
Chapter VIII	: They are made in Indonesia
Chapter IX	: What is it?
Chapter X	: Come and visit us!
Chapter XI	: You can always come back home

The contents and materials of this book are given and arranged in a systematic order for students to understand. This book is based on the Ministry of Education and Culture's 2013 curriculum's core competencies and basic competencies. The centered activities in this book; in another word, hope students will practice and explore more actively and hope teachers will be more facilitators, guides, or counselors. The Teachers' Book completes this book (a guide book for the teachers).

#### 4. Character Education

This part contains some supportive theories about character education. It starts with the definition of character education. Then proceed to character education in the textbooks, character education in the 2013 curriculum, and the integration of character education.

##### a. Definition of Character Education

Character is defined as a person's identity, traits, and personality According to the Ministry of Education and Culture, a character is the nature and personality of an individual which derives from the various virtues which underpin his way of thinking, his attitude, and his action<sup>19</sup>. According to John Dewey, a character such as "interpenetration" and the impact of activities on such habits were defined. This behavioral orientation is an important legacy of the development of this field<sup>20</sup>.

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<sup>19</sup> Rohmah Hidayati, "Analysis of Character Education Values in The English Textbook 'Bahasa Inggris'" (Jember University, 2018), 6, <https://repository.unej.ac.id/handle/123456789/87280><https://repository.unej.ac.id/handle/123456789/87280>.

<sup>20</sup> Wolfgang Althof and Marvin W. Berkowitz\*, "Moral Education and Character Education: Their Relationship and Roles in Citizenship Education,"

According to Saptono, a character is defined as a set of mental conditions that have been accorded or given to us. It is a fixed person's character that becomes a special mark that stands out from each other<sup>21</sup>. Fahmy explains that a person's character cannot be derived by itself, but it is the result of the judgment of others<sup>22</sup>. If someone declared that he or she has good character, then the community judges him or her to have bad character. As a result, the right character comes from the community because people can rate someone's look depending on their attitude. Having good character involves an ongoing learning process, in this instance education. So, each person must possess character, which should have been taught to them from the beginning of their lives through education to become a habit as well as a good judgment from society or other communities.

Nucci explains that character education is basically what kind of person you will be when grows up. Character education differs from behavioral control, discipline, training, or indoctrination because it has many broader areas and more ambitious goals<sup>23</sup>.

Additionally, According to Lockwood character education is a school-based activity aimed at systematically changing students' behavior: "Character education is described as an education program established in communication and cooperation with other community organization with to influence young

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*Journal of Moral Education* 35, no. 4 (December 2006): 497, <https://doi.org/10.1080/03057240601012204>.

<sup>21</sup> Gailea, Syafrizal Syafrizal, Yusti Fargianti, Shela Mutiara Perdana, "AN ANALYSIS OF CHARACTER EDUCATION OF ENGLISH TEXTBOOK 'WHEN ENGLISH RINGS A BELL' FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL," 52.

<sup>22</sup> Rahmi Fahmy, Nasri Bachtiar, Rida Rahim, Melini Malik, "Measuring Student Perceptions to Personal Characters Building in Education: An Indonesian Case in Implementing New Curriculum in High School," *Procedia - Social and Behavioral Sciences* 211 (2015): 852, <https://doi.org/10.1016/j.sbspro.2015.11.112>.

<sup>23</sup> Larry Nucci and Darcia Narvaez, *Handbook of Moral* (New York: Routledge, 2008), 80.

people's behavior directly and systematically by influencing explicitly non-relativistic values thought to be directly responsible for that behavior.”<sup>24</sup>

Based on the above-mentioned understanding, character education does not just teach right and wrong. In addition, character education is an attempt to instill good habits in students so that they can act on their own and act by values that have become embedded in their personalities. However, to instill good behavior and attitude in children, character education must incorporate moral understanding, moral emotion, and moral action.

Character education has some benefits for developing good character and attitude, including:<sup>25</sup>

1. It encourages character development by incorporating ethical topics in the curriculum.
2. Integrating students, teachers, staff, parents, and communities in the process develop a positives and moral climate.
3. It teaches students how to resolve problems in a fairly, resulting in safer schools that are devoid of intimidation, fear, and violence, and more conducive to learning.

Given the importance of character education at school, Koesoema offers some of the features that may be part of the value framework in the implementation of character education in schools, including<sup>26</sup>:

1. Virtue Value

In the context of ancient Greece, virtues, for example, bring physical and moral strength. Excellence, strength, tenacity, and generosity are all examples of physical strength. Meanwhile, moral strength entails being brave enough to take risks with life decisions, as well as being consistent and faithful.

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<sup>24</sup> Nucci and Narvaez, 90.

<sup>25</sup> Abourjilie, *Character Education Informational & Guide*, 3.

<sup>26</sup> Zein, Sumarsih Sumarsih, Indra Hartoyo, “AN ANALYSIS OF CHARACTER EDUCATION VALUES IN THE 2013 CURRICULUM ENGLISH TEXTBOOK OF THE TENTH GRADE STUDENTS,” 6–7.

2. Value of beauty  
 Previously, the value of beauty was mostly based on its outward appearance; artwork, sculptures, buildings, literature, and so on. At a higher level, the value of beauty affects the dimension of human interiority, which determines his quality as a human being.
3. Value of work  
 Being the main entails being a hard worker. Patience, perseverance, and perseverance are required for this. Individuals involved will not be able to fully develop their characteristics unless educational institutions add value to their job. Cheating, lying, seeking for leaks, buying duplicates of answer keys, and other such behaviors are incompatible with a respect for the value of this work.
4. Value Patriotic (patriotism)  
 Although our society is becoming globalized, individuals must still respect their country because it is a culturally and historically significant for them. Character education, which instills strong patriotism ideals, is indeed relevant.
5. Value of democracy  
 To achieve a better social order, democracy's values include the interest in discussing, negotiating, compromising, and resolving problems and conflicts peacefully rather than by force. As a result, democratic principles should be at the front of the educational agenda when it comes to character education.
6. Value of unity  
 The value of unity is the foundation for the country's formation from the perspective of Indonesia's nation and state. The third precept of Pancasila, Indonesia Unity will not be preserved if each individual who becomes Indonesian citizenship is unable to accept the

diversity and plurality that exists in our society.

7. Moral support

This value was referred to by Socrates as “soul care”. Whether or is a person is a good person is determined by the soul. As a result, these moral ideals are critical to character education.

8. Humanitarian values

Human values assume a respect and understanding for all cultures, particularly those of various religions and beliefs. Because our society has evolved into a global civilization, in character education, these human values have become increasingly relevant.

**b. Character Education in the Textbook**

Teachers not only give students knowledge but also deliver character education values in the course of teaching and learning. Fahmy says that character education emphasizes the importance of establishing national character, especially among the younger generations, through integrating character education into the development of students' expertise and skills in school educational teaching and learning<sup>27</sup>. So, character education is not only taught verbally at school through student activities but is also incorporated into other subjects, particularly through textbooks.

The textbook utilized is one of the most important aspects of the education-learning process. The government instructs teachers to include character education as a value in the teaching-learning process, which includes the use of books. Task completed, resources provided, texts, dialogues, utterances, images or photographs, and unit subjects are all elements that can be used to include the character in a

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<sup>27</sup> Fahmy et al., “Measuring Student Perceptions to Personal Characters Building in Education: An Indonesian Case in Implementing New Curriculum in High School,” 851.



textbook<sup>28</sup>. Thus, character education can be embedded into learning materials, so when the teachers the materials to the students, he or she is teaching not only the materials but also the character education values.

**c. Character Education in 2013 Curriculum**

The curriculum has an important role in education to evaluate materials and also a guideline for all the teachers to conduct teaching and learning process. According to Mulyasa, Character education was established in the 2013 curriculum to increase the quality of educational processes and outcomes, resulting in the development of good character in students following any educational institution's standard of competence<sup>29</sup>. Character education can be included in all learning in any field of study in the 2013 curriculum as part of the implementation.

Under the 2013 curriculum, the term "character education" is a relatively new concept in the educational system. It is a program that aims to instill in students a positive attitude as well as information. According to Faiziyah & Fachrurrazy, character education is a program that is becoming a central part of a 2013 curriculum, which was adopted by the government in 2010, and all schools have been required to follow it since<sup>30</sup>. Character education has been implemented in Indonesian schools since the 2013 Curriculum applied. Character education was previously thought to be the responsibility of religious, guidance, and counseling teachers.

Every teaching process in the 2013 curriculum emphasizes character education, including abilities in

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<sup>28</sup> Gailea, Syafrizal Syafrizal, Yusti Fargianti, Shela Mutiara Perdana, "AN ANALYSIS OF CHARACTER EDUCATION OF ENGLISH TEXTBOOK 'WHEN ENGLISH RINGS A BELL' FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL," 52.

<sup>29</sup> Gailea, Syafrizal Syafrizal, Yusti Fargianti, Shela Mutiara Perdana, 52.

<sup>30</sup> Wardani, Tasnim, and B, "Analysis of Character Education Values in the English Textbook for the Twelfth Grade Senior High School Students: Bahasa Inggris Sma/Smk," 231.

attitudes, knowledge, and skills. As a result, the curriculum is being redesigned from a teacher-centered approach to a student-centered approach.

The Ministry of National Education (*Kemendiknas*) designed a foundation for character education based on 18 cultures and national character values. In the table below, *Kemendiknas* describes these 18 characters.

**Table 2.1:** 18 Character Education Values and the Descriptions<sup>31</sup>.

No	Characters	Descriptions
1.	<i>Religius</i>  (Religiousness)	<i>Sikap dan tindakan yang baik dalam menjalankan ajaran agama yang dianutnya, toleransi dalam pelaksanaan pemeluk agama lain, dan hidup rukun dengan pemeluk agama lain.</i>  Good attitudes and actions in carrying out the teachings of the religion they follow, tolerance in the practice of worshipping other religions, and living in peace with those of other religions.
2.	<i>Jujur</i>  (Honesty)	<i>Perilaku yang berusaha untuk membangun posisi yang dapat dipercaya dalam kata-kata, tindakan, dan pekerjaan.</i>  Behavior that seeks to establish a trustworthy position in the word, actions, and work.
3.	<i>Toleransi</i>  (Tolerance)	<i>Penghormatan agama, ras, suku, pendapat, sikap, dan tindakan orang-orang yang tidak mrnyukainya.</i>  Respect for religion, religion, race,

<sup>31</sup> Dimiar Ariesinta, "An Analysis of Character Education In The 2013 Curriculum English Textbook of The Seventh Grade Students" (Sanata Dharma University, 2016), 11–13, <http://repository.usd.ac.id/id/eprint/7014>.

		ethnicity, opinions, attitudes, and actions of people who are not like them.
4.	<i>Disiplin</i>  (Discipline)	<i>Perilaku yang menunjukkan sikap tertib dan sesuai dengan kondisi dan peraturan.</i>  Behavior that shows an orderly attitude and complies with conditions and regulations.
5.	<i>Kerja Keras</i>  (Perseverance)	<i>Sikap yang mengatasi berbagai hambatan dan tantangan belajar dan menunjukkan usaha keras untuk menyelesaikan tugas sebaik mungkin.</i>  An attitude that addresses various learning barriers and challenges and shows great effort to accomplish the tasks as well as possible.
6.	<i>Kreatif</i>  (Creativity)	<i>Berpikir dan menjalankan sesuatu untuk menciptakan metode baru atau untuk mendapatkan hasil dari sesuatu yang sudah ada.</i>  Think and execute something to create a new method or to get results from something that already exists.
7.	<i>Mandiri</i>  (Independence)	<i>Perilaku dan sikap yang tidak gampang bergantung pada orang lain dalam menuntaskan tugas-tugas.</i>  Behaviors and attitudes that do not easily depend on others to finish a task.
8.	<i>Demokratis</i>  (Democracy)	<i>Pemikiran, perilaku, dan tindakan yang mengevaluasi hak dan kewajiban yang sama antara diri sendiri dan orang lain.</i>  Thinking, behaving, and acting evaluate the same rights and obligations of oneself and others.
9.	<i>Rasa Ingin Tahu</i>	<i>Sikap serta tindakan yang senantiasa</i>

	(Curiosity)	<p><i>bekerja untuk memepelajari melihat, mendengar, dan mengembangkan sesuatu.</i></p> <p>Attitudes and actions are constantly working to learn, see, hear, and expand something.</p>
10.	<p><i>Semangat Kebangsaan</i></p> <p>(Nationalism)</p>	<p><i>Berpikir, bertindak, dan mengetahunyai lebih mengutamakan kepentingan nasional di atas kepentingan pribadi dan kelompok.</i></p> <p>Thinking, acting, and knowing it prioritizes national interests over self-interest and group.</p>
11.	<p><i>Cinta Tanah Air</i></p> <p>(Patriotism)</p>	<p><i>Berpikir, dan bertindak yang menunjukkan kesetiaan, kepeduliaan dan penghargaan tinggi terhadap bahasa dan lingkungan fisik, sosial, budaya, ekonomi,dan politik bangsa.</i></p> <p>Thinking and acting that show loyalty, concern, and high appreciation for language, environmental, physical, social, cultural, economic, and political nations.</p>
12.	<p><i>Menghargai Prestasi</i></p> <p>(Appreciation)</p>	<p><i>Sikap dan tindakan yang memotivasi dirinya untuk mengembangkan sesuatu yang bermanfaat bagi masyarakat, sekaligus mengakui, dan menghormati prestasi orang lain.</i></p> <p>Attitudes and actions that motivate him to develop something helpful to society while also acknowledging and respecting the achievements of others are beneficial to society, and recognize, and respect the success of others.</p>
13.	<p><i>Bersahabat/Komunikatif</i></p>	<p><i>Tindakan yang memperlihatkan rasa senang berbicara, bergaul,dan</i></p>

	(Friendship/Communication)	<p><i>bekerjasama dengan orang.</i></p> <p>Actions that demonstrate pleasure in speaking, associating, and cooperating with people.</p>
14.	<p><i>Cinta Damai</i></p> <p>(Love of Peace)</p>	<p><i>Perilaku yang menunjukkan kegembiraan dalam berbicara, bersosialisasi, dan bekerja sama dengan orang lain.</i></p> <p>Behavior that shows joy in talking, socializing, and cooperating with others. , words and actions that cause others to feel happy and secure in their presence.</p>
15.	<p><i>Gemar Membaca</i></p> <p>(reading Interest)</p>	<p><i>Kebiasaan menghabiskan waktu membaca berbagai bahan bacaan yang bermanfaat atau membantu.</i></p> <p>The habit of spending time reading a variety of reading materials that gives benefit or help with it.</p>
16.	<p><i>Peduli Lingkungan</i></p> <p>(Environmental Awareness)</p>	<p><i>Sikap dan tindakan untuk senantiasa mengembangkan upaya pencegahan kerusakan lingkungan alam sekitar dan perbaikan kerusakan alam yang telah terjadi.</i></p> <p>Attitude and action to constantly develop efforts to prevent damage to the surrounding natural environment and repair the natural damage that has occurred.</p>
17.	<p><i>Peduli Sosial</i></p> <p>(Social care)</p>	<p><i>Sikap dan tindakan yang senantiasa bersedia membantu orang lain dan mereka yang membutuhkan.</i></p> <p>Attitudes and actions that are constantly willing to assist others and those in need.</p>

(Responsibility)	Tanggung Jawab	<p><i>Perbuatan dan sikap seseorang untuk hidup dan memenuhi kewajibannya terhadap diri sendiri, warga negara, lingkungan (alan. Masyarakat, budaya), bangsa, dan Tuhan Yang Maha Esa.</i></p> <p>The actions and attitudes of one to live and fulfill one's obligations towards oneself, one's citizens, one's environment (nature, society, culture), one's nation, and the Almighty God.</p>
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#### d. The Integration of Character Education

According to Zuchdi, characters can be integrated into a variety of ways, both directly and indirectly. As a result, are two types of character education techniques: explicitly (direct) and implicitly (indirect). The explicit integrating technique intends to assist students more easily understanding the characters in English textbook texts, while the implicitly integrating technique attempts to foster students' consistent explanation and creative mind to find and comprehend messages in characters in English textbook texts<sup>32</sup>.

According to the Ministry of National Education, there are many ways or techniques to integrate characters into teaching, including in textbooks. These techniques include<sup>33</sup>:

1. Using the characters from the learning materials to express selves.
2. Integrating the character into the learning materials components.
3. Use images to compare similar situations in students' lives

<sup>32</sup> Sulistiyaningrum, "AN ANALYSIS OF CHARACTERS IN THE TEXTS OF AN ENGLISH TEXTBOOK ENTITLED CONTEXTUAL ENGLISH FOR GRADE XI OF SENIOR HIGH SCHOOLS REGULAR PROGRAM," 32.

<sup>33</sup> Zein, Sumarsih Sumarsih, Indra Hartoyo, "AN ANALYSIS OF CHARACTER EDUCATION VALUES IN THE 2013 CURRICULUM ENGLISH TEXTBOOK OF THE TENTH GRADE STUDENTS," 8.



4. Turn a negative situation into a positive one.
5. Using discussions and brainstorming to express the characters.
6. Use stories to present characters.
7. Tell the life story of great men.
8. Use songs and music to incorporate characters.
9. Use drama to describe events that include characters.
10. Use various activities such as ministry, club, or group activities for field practice to bring out a humanized personality.

From the above description, methods (1) and (2) imply that textbook characters are passed directly (explicitly). Characters are integrated indirectly (implicitly) using methods (3) through (10). The most significant aspect of presenting materials in the textbook is that it must be tailored to the subject and the cognitive development of the student.

From the foregoing, it is clear that the cognitive and moral development of students must be considered in the preparation of textbooks. The preparation of the textbooks can help in selecting appropriate textbooks with the age and progress of learners in order to create the character that a national education expects by knowing the stages of their intelligence.

## **B. Theoretical Framework**

One of the most important issues in the Indonesian country is character education. Many problems in Indonesia are caused by social factors. For example, immoral cases such as killing, raping, free sex, abortion, drugs, even criminal acts done by children, and many more happen because of bad characters. Family, society, and school can all have a role in the character. According to Furkan, education in schools makes a great contribution to the character formation of a person through the learning process and habit formation processes in the students<sup>34</sup>. Therefore, the government believes

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<sup>34</sup> Gailea, Syafrizal Syafrizal, Yusti Fargianti, Shela Mutiara Perdana, "AN ANALYSIS OF CHARACTER EDUCATION OF ENGLISH TEXTBOOK

that is necessary to embed characters through school learning activities.

The Government uses the 2013 Curriculum, which has 18 characters that can be used in the teaching and learning process. The 18 characters are religious, honest, tolerant, disciplined, perseverance, creativity, nationalism, patriotism, appreciation of achievement, friendship/communication, love for peace, social care, responsibility, independence, reading interest, and environmental awareness.

The above characters must be incorporated into every subject, including English. English language teaching should not only teach students about language but also teach students about the character input. In the process of teaching and learning, the textbook can help students progress. Textbooks are the source of materials used in the learning process, and students perform the activities contained in the book during the learning process. By using textbooks, students can learn many things from the materials in the textbook. The students have the fond of reading value means they are fond to read books to develop the knowledge that can help them cleverer. The researcher is interested in analyzing the contents of an English textbook for Junior High Schools in this study.

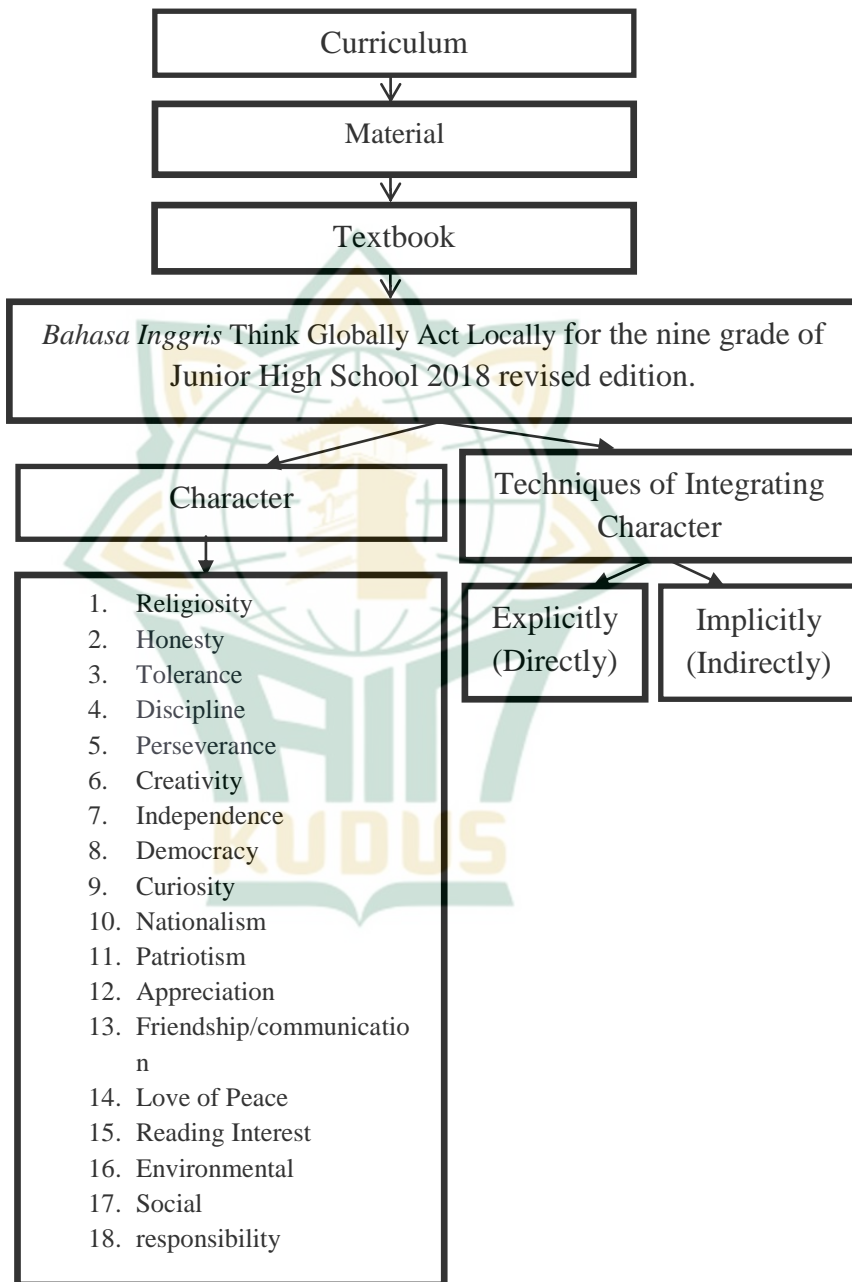
This study focuses on the analysis of character education in the content material of the English textbook "Bahasa Inggris Think Globally Act Locally for Junior High School Ninth Grade 2018 Revised Edition. The textbook is designed and published by the Ministry of Education and Culture of Indonesia. This study only focuses on 18 character education values formulated by the Ministry of National Education (*Kemendiknas*), presented in the form of words, symbols, dialogues, examples, and photos. This textbook is used as the main learning resource for Indonesian schools. One reason for choosing this book is the existence of various characters in the textbook. The characters provide in the textbook are appropriate with the 2013 curriculum.

The results of the analysis are expected to provide an overview of quality and provide teachers with suggestions

for selecting textbooks for the learning process. Therefore, updating published books is expected to be beneficial to publishers and the core curriculum.



Figure 2.1 Theoretical Framework



### C. Review of Previous Study

The researcher reviews previous studies that are relevant to this topic in this section. Researching the field of character education is nothing new these days. Many researchers have conducted character education studies using textbooks, movies, and classrooms as sources. Due to the related research areas, the researcher selects the following previous studies.

1. First, from Pratama Lysa Hapsari's research "*Character Education Values in Reading Section of English Textbook for Senior High School Students Grade XI*"<sup>[1]</sup>. Try to find out which character values are incorporated into the reading part of Senior High School English e-books, and which parts of Senior High School e-books embody character values. Among the eighteen character values formulated by the Ministry of Education, the book reading section only covers seventeen values which are honesty, tolerance, democracy, perseverance, creativity, environmental care, social care, discipline, patriotism, nationalism, appreciation, love of peace, reading interest, independence, religiousness, curiosity, and friendship or communication. Character value that is not in the reading section is responsibility.

The difference between my current research and previous research lies in the focus data. Only the reading section to be analyzed in the textbook is used here, and my study focused on texts, dialogues, symbols, examples, and photos of the textbook material. They are similarities between this study and my study. It focuses on an analysis of character education developed by *Kemendiknas*.

2. Second, research was done by Akbar Syahbana and Mochammad Rizqi Adhi Pratama. *The Analysis of English Reading Texts Based on National Character and Cultural Education on Course Book for the Tenth Grade at the State of Senior High School in Pamekasan*<sup>35</sup>. The researchers

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<sup>35</sup> Akbar Syahbana and Mochammad Rizqi Adhi Pratama, "The Analysis of English Reading Texts Based on National Character and Cultural Education on Course Book for the Tenth Grade At the State of Senior High School in Pamekasan," *OKARA: Jurnal Bahasa Dan Sastra* 11, no. 1 (2017): 179, <https://doi.org/10.19105/ojbs.v1i1.1243>.

selected the English textbooks most commonly used by Pamekasan in Senior High School English teachers, analyzed the educational value of the national character and cultural character of the national values in reading text, and embodied these values. Then, this study uses descriptive qualitative analysis results.

As a result, the researchers found 13 interesting values in 17 reading texts, and the rest were not: in addition, there are multiple ways to read the text to reflect the values. From the highest to the lowest rating, the values of friendship/communication to the values of religiousness, creativity, democracy, and environmental protection.

The difference between my current research and this research is the data focus. This research focuses on textbook reading in tenth grade, and my research focuses on analyzing character education in the ninth grade textbook of Junior High School. Moreover, this research has similarities with my research on the 18 character education values articulated by *Kemendiknas* in the textbook.

2. Third, research by Nurhaeda Gailea, Syafrizal Syafrizal, Yusti Fargianti, and Shela Mutiara Perdana. *An Analysis of Character Education of English Textbook "When English Rings A Bell" For Eighth Grade of Junior High School*<sup>36</sup>. The research aims to investigate the embedded characters that can be found in textbooks titled "When English Rings the Bell for The Eight Grade of Junior High School." In particular, this research aims to analyze whether pictures and text reflect values eighteen character structure. This research is a qualitative method that uses content analysis. The data used in this research comes in the following from text and pictures in the textbook. The primary instrument for the research was the researcher, and the questionnaire was used as a second instrument. During the process of data collection, the following steps were taken: carefully reading the spoken words concerning the images, broad

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<sup>36</sup> Gailea, Syafrizal Syafrizal, Yusti Fargianti, Shela Mutiara Perdana, "AN ANALYSIS OF CHARACTER EDUCATION OF ENGLISH TEXTBOOK 'WHEN ENGLISH RINGS A BELL' FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL."



understanding of certain parts related to the research focus, selection of proverbs and images related to the research question, the process of creating data descriptions and encoding and entering data into tables, and analyzing 18 characters of data.

In the results of the study, there are two data classifications for finding the 18 characters values represented in the selected textbook. They are pictures and utterance data. The researcher found 18 values in the data of the English textbook “When English Rings A Bell” for Eight Grade of Junior High School. Those characters are religious, honest, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendship/communication, love of peace, reading interest, environmental awareness, social care, and responsibility. From those 18 characters, the character “friendship/communication” is the most dominant character with 42 data that is found. However, the characters of curiosity and nationalism are found in the lowest position with three data points.

The difference between my current research and this research lies in the focus of data. The focus of this research is to analyze data and identify the words and pictures in English textbooks, while my research focuses on the texts, dialogues, symbols, examples, and photos of textbook materials. This research has a similarity with mine, that is, it focuses on the analysis of the 18-character education in the ninth grade English textbook developed by Kemendiknas.

3. Fourth, research by Ratna Widya Iswara “*Analysis of Character Education Aspects in Narrative Texts of The Electronic Textbook “Developing English Competencies”*”<sup>37</sup>. This study aims to develop the narrative texts in the electronic textbook entitled “Developing English Competencies” used by Senior High School

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<sup>37</sup> Ratna Widya Iswara, “Journal of English Language Teaching ANALYSIS OF CHARACTER EDUCATION ASPECTS IN NARRATIVE TEXTS OF THE ELECTRONIC TEXTBOOK ‘DEVELOPING ENGLISH COMPETENCIES,’” *Journal of English Language Teaching* 2, no. 2 (2013): 1–9.

Students in grade XI, based on the 18 aspects of character education formulated by the National Ministry of Education. It is to identify the side. This study used a descriptive qualitative method. When collecting data, the researcher used a documentary method. The research instrument is called a checklist and documentation.

The results of this study show that in all narrative texts containing character education, 301 sentences were found out of 605 sentences. So the percentage is 49, 75%. The sentence 17 narrative texts are relevant to the 18 aspects of character education. The most character education aspect was perseverance. Which reached 10, 25%. Responsibility and compassion (social care) were highly correlated with each other. Tolerance, independence, curiosity, and achievement (appreciation), along with 10 until 20 sentences, reached a level of respect. While religiosity, discipline, democracy, citizenship (friendship/communication), patriotism, peacefulness (love of peace), environmental awareness was less than 1, 65% or less than 10 sentences in all narrative texts.

The difference between my current study and this one is that it analyzes only the character-educational aspects of narrative texts in electronic textbooks for Senior High School students, whereas my study analyzes texts, dialogues, symbols, examples, and photographs in the textbook for the 9<sup>th</sup> grade of Junior High School. This research has a similarity with my research, that is, it focuses on the analysis of 18 types of character education devised by *Kemendiknas*.