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## Content Analysis on Character Education in the English Textbook for Senior High School Students

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**Abstract:** This study describes character education for senior high school students. The textbook entitled 'Bahasa Inggris Kelas X' was used for research data. The written text (instructions, reading texts, dialogue texts and quotes) that contain the elements of character education values in the textbook was identified by using content analysis. in The Qualitative Content Analysis . The result of this research points out that among 6 elements of character values represented in the textbook through textual information with the limitation in categories, i.e. instructions, reading texts, dialogue texts, and quotes. The analysis showed from 15 chapters that contain 4 categories of written text, the first category, instructions, contain 5 elements of CE. The second category is reading texts that contain 6 elements of CE and third category is dialogue texts that contain 4 elements of CE. The last category is quotes that contain 3 elements of CE. The most represented character education values are responsibility and social care.

**Keywords:** Character Education Values, Textbooks, 2013 Curriculum

### 1. INTRODUCTION

Currently, in building a great nation involves good government and strong moral values to have by the citizens. Good citizens should not have moral issue such as: drug abuse, corruption, criminal activities, pornography, plagiarism, and gang fight. Regarding this, character education is needed to shape good moral values that can lead a peace among people. According to Lickona (2007) education has had two great goals: to help young people become smart and to help them become good. In education system, there are many sources or tools to learn about character education such as from textbook.

The issue of character education has become a trending topic in a large number of both national and international journals articles in the past decade. The topic has been investigated by a number of researchers. There is topic that mentions the

character education value in curriculum. The other is concerning the implementation of character education value in lesson plan and the application of character education value in class without setting the class action or analyse the character education value in class naturally. There also has been textbooks analysis on character education based on teachers' perspective.

In academic society, textbook in ELT classroom can be used as a source for the teacher as the input knowledge for the students in order to learn English. Textbook also can function as a potential agent for change during the educational innovation. The reason is language learning materials and instructions in textbook contains moral values. According to Kirkgoz (2009), textbook may function as a potential agent for change depends on the appropriateness of the textbook in relation to reach curriculum goals and learner need. A good textbook is a book that is appropriate with the curriculum goals and students need. From the explanation above, we can conclude that a textbook need to contain character education is a crucial issue to be analysed in this research.

On the other hand, analyzing the textbook used by the teachers is meaningful for certain parties, for example, the authors of the textbook, teachers as well as government. They know the values of character education which can be involved in the textbook. The textbook can contribute in providing character education through teaching and learning activity in the classroom.

Indonesian government also develop educational curriculum and published textbooks that provide soft skill to improve moral values called 2013 Curriculum. The main purpose is to shape the individual who are faithful to God, good in character, confident, creative, successful in learning, responsible citizens and positive contributors to civilization (Adapted from *Permendikbud/* Ministry of

Education and Culture Regulation number 67, 2013). However, the result of character education which is formally released by the government is still questionable. It can be seen from the recent phenomena which indicate people's bad behavior, such as, indiscipline, corruption, and abuse of power are still happening instead of decreasing (Thresia, 2014:53). The moral issues usually can be happened in the transition level that everybody has between puberty and adulthood level. Therefore, the researcher was interesting in conducting a study on the English textbook analysis on character education values at senior high school in Indonesia. It will be examined by using qualitative method in Content Analysis. This reserach is focused on answering two questions, i.e. 1) Which are the written texts in the tenth grade students' English textbook for senior high school contained the elements of honesty, discipline, responsibility, politeness, social care and responsiveness? 2) How do the elements of character education in the textbook promote those characters?

## **2. RELATED LITERATURE REVIEW**

### **The Importance of Character Education in Education System**

Characters Education (CE) becomes a popular discussion between parents, teachers, schools and social communities. It can be taught at home by parents or at school by teachers. As teachers, we are not only teaching and transferring subject material to students, but shaping students into respectable generation of society. What is character education? It is an education that focuses on student development such as shaping and teaching good characters to students and dealing with moral values in society. This is in line with Berkowitz and Bier (2007) that character education is planned to encourage student development and the aspects of student development are those that enable and motivate the individual to be a moral agent. There are 5 main character education stated by Ministry of Education and Culture in character building in Indonesia. Those characters are: (1) religious: tolerance and care toward

environment; (2) nationalism: respect other people differences, peace loving, and patriotism; (3) Independent: hard work, creativity, discipline, responsibility and bravery; (4) collaboration: teamwork, help each other, social care, and solidarity; (5) Integrity: honesty and politeness.

Why character education is important? It is because character education can also be offered as a solution for several moral issues that appear in academic society. The cases of moral problem in academic society are drug abuse, thievery, students' radicalism, pornography, students' passive behaviour and gang fight. The moral issues usually can be happened in the transition level that everybody has between puberty and adulthood. For those, Indonesian government develops The National Education System Decree Number 20 of 2003 that the National Character Building is an effort of education program to build the nation's character suitable with the curriculum which is used to achieve the objective of national education and regulation about goals, content, learning material and the way to conduct the teaching learning process.

Indonesian government also develop educational curriculum that provide soft skill to improve moral values called K-13 or Curriculum 2013. The main purpose is to shape the individual who are faithful to God, good in character, confident, creative, successful in learning, responsible citizens and positive contributors to civilization (Permendikbud/ Ministry of Education and Culture Regulation number 67, 2013)

## **Characters Education on ELT Textbooks in Indonesia**

Textbooks in ELT classroom can be used as a source for the teacher as the input knowledge for the students in order to learn English. Textbooks also can function as a potential agent for change during the educational innovation. The reason is textbooks materials contain some moral values. As teachers, we need to select the



materials that are used in textbook to make sure that they are suitable with the curriculum used in the school. Kirkgoz (2009) said ‘the extent to which textbooks may function as a potential agent for change may depend largely on the appropriateness of the textbook in relation to meeting curriculum goals and objectives and learner needs’. Indonesian government creates the latest curriculum, K-13, to develop students’ competences especially in character values. There are 6 character educations in core competency number 2 in English subject for senior high school, those characters and the definition can be seen in the following table:

Table 1.1 the Character Education in the Second Core Competence in the 2013 Curriculum.

CE in K-13 Curriculum	Definition
Honesty	The quality of being honest to make himself as a person who always trustworthy in word, action, and jobs.
Responsibility	The quality of being responsible to carry out his duties, he should do, to ourselves, community, environment (natural, social and cultural), country and God Almighty.
Social Care	Attitudes and actions have always wanted to help other people and communities in need. <i>Collaboration, tolerance</i> and <i>peace loving</i> include in this character education.
Discipline	Behaving in very controlled way, even in difficult situation and obeying rules
Politeness	Behaving in a way that is socially correct and shows understanding of and care for other people's feelings.
Responsiveness	Making a positive and quick reaction to something or someone

(Adapted from Permendikbud, 2013:86)

Indonesian government also produces textbooks. They recommend using the textbooks in teaching and learning process in the school. But, we do not know, whether or not the textbooks contain character education in written materials suitable with K-13 curriculum. Because Kaur (2015) in role of curriculum in moral

education of the child stated what has been learnt must be meaningful in the context of students' personal objectives and they must be able to connect the learning content with their prior knowledge. Therefore, this research will analyse character education on English textbook that is produced by the Indonesian government for 10<sup>th</sup> grade senior high school students.

## **Previous Studies on Character Education in Textbook**

In 2012, there was research conducted by Ersoy and Sahin that examined of social studies textbooks in order to approach values education using document analysis method. It consists of three social studies textbooks from sixth grade and five textbooks of social studies from seventh grade. The textbooks have been approved by Turkey Ministry. The data are examined suitable with Schedule of Event Criteria or SEC. The result shows values analysis and suggestions are given in the textbooks but not for moral reasoning, explanation value and observation through modelling.

There is another study that focused on textbook analysis. Ma (2012) conducted the research about shaping student in emotion and attitude domain in new English curriculum in China through EFL textbook using case study. In China, it is believed that the textbooks as the major source can provide an initial preview of shaping the affective domain at meso-level, of curriculum development. Meso-level is middle range level of interaction between groups of people such as group activities in class through role plays or games. This study also hopes for further research in the differences between the curriculum and the textbook and also between the intended curriculum and the implementation. The shaping here changes not only the written policy and guidelines in new English curriculum but also the effort of the authority, the writers and teacher in exchanging view especially in tolerant, democratic, and harmonious atmosphere.

The other research was conducted by Turan and Ulutas (2016) shown the use of storybooks as a character education tools using descriptive review method that focused on groups' interview. For these reason data took from two study groups, first pre-school teachers (N=245 people) and other voluntary teachers (N=24 people). Based on the result, enhancement of book that supports character education in children' literature and course aimed at character education in preschool can be suggested.

Based on the literature review above, we know that character education analysis in the textbooks is one of the trending topics in a number of international journals on education for the past eight years. However, the findings of these previous studies rarely analysed textbooks in Indonesia. They have not been investigated whether the textbooks in Indonesia are suitable with the latest curriculum where the focus is on character values for students or not. Therefore, it can be seen that the previous research studies have become an inspiration in analysing character education implemented for senior high school students' English textbook in Indonesia. And almost all senior high schools in Indonesia applied K-13 (Kurikulum 2013) or Curriculum 2013 that focus on the character building for students. It will be examined by using qualitative method in Content analysis.

## **THE STUDY**

The focus of this study is analysing English textbook on character education used by the 10th grade senior high school students. The textbook published by the Ministry of Education and Culture entitled Bahasa Inggris Kelas X (English for 10th grade). The textbooks is written based on K-13 and contains 15 chapters, 220 pages. Learning materials (Instructions, reading texts, dialogue texts, and quotes), learning task and visual images are provided in the textbook. The main reason for analysing this textbook is because it is published by Ministry of Education and Culture in

Indonesia. This textbook is assumed to reflect the target of English curriculum 2013, especially in main core competence about character education: 1) honesty, 2) discipline, 3) responsibility, 4) social care (collaboration, tolerance and peace loving), 5) politeness, and 6) responsiveness.

This research limited the categories of data analysis merely on the written texts or textual information of learning materials in the textbook. The written texts consist of instructions, reading texts, dialogue texts and quotes. Based on online *Cambridge Dictionary* (1999), instructions can be described as orders, advices or information that tell you how to do or use something, often written in a book or on the side of container. Meanwhile, reading texts can be described as texts that provide information from books. Dialogue texts can be described as conversations that are written for book, play or film. The last, quotes can be described as repeated words that someone else has said or written.

There are several reason the researcher only selects the textual information in the textbook rather than the visual one. First, it is because the written texts have a wider coverage than picture. It can be seen by the large amount of written text in the textbook. Second, the pictures or visual information have limited interpretation. The written texts can explain broader rather than the visual, because pictures can be misunderstood. It is because every people have their own opinion even if they looking at the same images. Meanwhile, the written text can provide the detail information in order to avoid ambiguity or misunderstanding.

## **Method of Analysis**

This study used content analysis as the way to analyse character education in the textbook is used in senior high school. This research used qualitative content analysis. Weber (1990) explains content analysis is a research method that uses a set of procedures to make valid inferences from text. Cole (1988) states content

analysis is method of analysing written, verbal or visual communication messages. It also known as a method of analysing documents that allows the researcher to test an issue to develop understanding of the data (Elo and Kyngas 2007). It includes the careful examination of human interaction; the analysis of character portrayals in TV commercial, films, and novels; and so much more (Neuendorf 2002). Since the aim of this study is to make a conclusion or judgement whether there is character education in the 10th grade English textbook suitable with the K-13 curriculum, especially in *honesty, discipline, responsibility, politeness, social care* and *responsiveness* or not, the information will come from the written materials in the textbook. It could be in explicit or implicit messages about character education. Those textual data are analysed in the textbook in a form of learning materials (instructions, dialogue texts, reading texts and quotes).

## **Procedures of Analysis**

As the researcher intends to do in revealing several characters education in English textbook, a number of steps were taken. According to Elo and Kyngas (2007) in The Qualitative Content Analysis Process, there are three main phases in conducting inductive approach in qualitative content analysis. First, preparation phase: (a) selects the unit of analysis, in this research, written text in form of learning materials: instructions, dialogue texts, reading texts and quotes were selected as the unit of analysis; (b) attempts make senses of the data and learn 'what is going on' in those text. The aim was to become engross in the data, which was why the written materials were read through several times.

Second, organizing phase: this phase includes open coding and creating categories. The identified texts were coded by open coding. It means that notes and heading were written in the text while reading it. After that the notes and heading were collected on to coding sheets. Third, reporting phase: described and concluded the

result. The results were described contents of the categories suitable with the outcome of the coding sheet. The conclusion was taken from the description, whether the 10<sup>th</sup> grade English textbook contains the categories in characters education or not.

## FINDING AND DISCUSSION

In this research, the analysis of the character education values being represented in written texts was done by using qualitative content analysis by Elo and Kyngas (2007). The analysis result in English textbook can be shown in the following table:

Table 1.2 the Distribution of Character Education in 4 Categories

Elements of Character Education	Found in
Honesty	Instructions, Reading texts.
Responsibility	Instructions, Reading texts, Dialogue texts, Quotes.
Social Care	Instructions, Reading texts, Dialogue texts, Quotes.
Discipline	Instructions, Reading texts, Quotes.
Politeness	Reading texts, Dialogue texts.
Responsiveness	Instructions, Dialogue texts.

From the result of the analysis above proved that the written texts in the senior high school English textbook for tenth grade students contained the character education values of second core competence in 2013 curriculum. There are 4 categories in the written text, i.e. instructions, reading texts, dialogue texts and quotes and there are 6 element of character education, i.e. honesty, responsibility, social care, discipline, politeness, and responsiveness. Honesty as the first element in character education is represented in 2 categories. The categories are instructions and reading texts. Responsibility and social care are the character education values represented in all 4 categories. Discipline is character education value represented in 3 categories. The categories are instructions, reading texts and quotes. Politeness is character

education value represented in 2 categories. The categories are reading texts and dialogue texts. The last element is responsiveness that is represented in 2 categories. The categories are instructions and dialogue texts. The character education values that are represented in all 4 categories are responsibility and social care.

Responsibility and social care are represented in each category. *Responsibility* is the quality of being responsible to carry out his duties, he should do, to ourselves, community, environment (natural, social and cultural), country and God Almighty and *social care* is attitudes and actions that have always wanted to help other people and communities in need (Adapted from Permendikbud 2013:86). *Collaboration, tolerance* and *peace loving* include in social care value. From the result of the analysis in chapter 4, each category in 15 chapters represents responsibility and social care. It also happened in Turan and Ulutas's study (2016) that responsibility was a dominant value while conducting analysis in textbook for children. It can be seen that the government especially the Ministry of Education and Culture of Republic Indonesia has a hope for this elements of character educations that it has the power to effect people or in this case students to have a quality of being responsible to carry out his duties to ourselves, community, environment (natural, social and cultural), country and God Almighty. The students are expected to apply the responsibility value in their life and become a person who is responsible to succeed his duties, for example, responsible for their work and not wasting time, getting the work all done and have the best quality. The social care value also the other value that consist of 4 categories. This character value can be a hope for the students that usually like to bully his/her classmate. The social care value will teach the students to build a character that have attitudes and action that always wanted to help other people, wanted to do a group work, tolerance toward the differences and peace loving.

There are some values that are not represented in the one of the category. The category is quotes. The values are honest, politeness and responsiveness. The absence of the values comes from the small amount of quotes that presented in the textbooks. There are 11 quotes from 15 chapters in the textbook and only 4 quotes represent the 3 elements of character education. There was one quote from Les Brown in first chapter and it was appear again in the last chapter. We could only find one quotes for each chapter or we couldn't find any. Each quote has its own value to learn by the students. Usually the students will be interested to read a quote from important/influential person such as president, hero, or his/her favourite famous person, such as singer, football player or actress/actor. The other weakness is in the amount of reading text that represented honesty value. There is only one text entitled '*The Legend of MalinKundang*' that speaks for honesty as character education value. This becomes a recommendation for the writers of the textbook to give an addition of quotes in order to motivate and inspire the students with their quotes.

## CONCLUSION

The present study analysed which textual information or written text in the tenth grade students' English textbook for senior high school contain character education in the 2013 Curriculum and how those character education values are represented in the textbook. The finding shows that six elements of character education values represented in the textbook through textual information with the limitation in categories, i.e. instructions, reading texts, dialogue texts, and quotes. Those 6 character educations values are honesty, responsibility, social care, discipline, politeness and responsiveness. Honesty, as one of the elements in character education, is found in two categories of textual information or written texts, i.e. instructions and reading texts. Responsibility and Social care, the second and the third elements of character education, are found in all four categories of textual



information or written texts, i.e. instructions, reading texts, dialogue texts and quotes. Discipline, as the fourth element of character education, is found in instructions, reading texts and quotes as 3 categories in textual information.

Based on the result of this research, the English textbook should provide more materials that contain a large number of character education values that suitable with the curriculum used. English teachers should also consider in find other learning sources containing character education values which were not represented in the English textbook “*Bahasa Inggris*” for the tenth grade students published in 2017. The teachers also need to become an active role in providing additional activities in teaching and learning process to develop the implementation of character education that was not exist. The future researchers can analyze a most recent textbook, or textbooks with different grades or levels. They can also conduct a similar research but with different aspects, such as the exercises, the questions or the visual contents in the textbook.

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