

**AN ANALYSIS OF CHARACTER EDUCATION VALUES IN THE 2013
CURRICULUM ENGLISH TEXTBOOK OF THE TENTH GRADE
STUDENTS**

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ABSTRACT

This study was descriptive-qualitative approach using content analysis. The data used in this study were in the forms of texts in the textbook. Some steps were undertaken during the data collection: reading the texts carefully, understanding specific parts related to the research focus intensively, marking certain parts related to the research focus, making a description of the data and inserting the data into the table. The subjects were 10 texts in English textbook entitled Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X. The objects were the 18 characters described by Kemendiknas. The results showed that there were two points of findings discussed in this research. First, related to the occurrence of characters, Hard work character was the most dominant character found in the texts with 8 data or 19.04%. It implied that the author wanted wants to raise the students' effort of students to other human..Second, related to the techniques of integrating characters, there were two techniques found in the texts, namely explicit and implicit technique. The implicit technique was more dominant in the texts with 24 data or 57.15%. This result showed that the author seemed to pay attention to the cognitive and affective aspects of the students in which at their age, they have been able to think critically and to understand the implied meaning.

Keywords: characters, techniques of integrating characters, texts

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INTRODUCTION

Background of the Study

Character development has long been one of the goals of national education. National Education Act, 2003, Clause I states that one of the national education goals is to develop the learner's potential, intelligence, personality, and noble character. In this case, education is intended not only to establish intelligence, but also to develop personality or character.

Concerning about character education, there have been many studies and many experts who formulate what should be in the character education. Indonesian government (Kemendiknas, 2011) published *Buku Panduan Pelaksanaan Pendidikan Karakter*, it is stated that there are 18 values as the result of empirical study which is done by Center for Curriculum. Those values are sourced from religion, Pancasila, Culture, and the goal of national education. The values are (1) religiousness, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) patriotism, (12) appreciation, (13) friendly/communicative, (14) love of peace, (15) reading interest, (16) environmental awareness, (17) social awareness, (18) responsibility.

At present, there are many English textbooks that have been published, either by local publishers or foreign publishers. When a new curriculum is issued by the government, there must be lots of new English textbooks based on the new curriculum in the market. Teachers also prefer to use the textbooks with the new curriculum because the goal of the study will be based on the new curriculum too.

The phenomena was teachers or school were not aware of English textbook that has good materials or suitable with the curriculum. It is proven by the data taken by the researcher, when the writer observed and asked teacher and student about implementing character education values in learning process. The teacher did not emphasize the characters education values in the reading text on the textbook. Then, the students did not realize and apply the character education in learning process. Therefore, it is necessary for the teacher to emphasize the

character education values in reading text and makes the students apply in their life.

In this study, the researcher used textbook as the main material in school. Textbook also helps teacher not to spend much of time selecting, adopting or even adapting English materials for students at classroom. Besides, students require textbook to convey the material through the sub chapters or the activities. It is also needed for the sake of the students to feel engaged with the material as it is part of their life experiences (Sahiruddin,2013).

Considering the statement above, the researcher is interested in analyzing texts in the English textbook for Senior High Schools. Texts give input to the students about some cases according to the topic in the chapter. It can be knowledge or certain messages that want to be delivered by the author or even both of them. Moreover, in a text, there should be some characters that need to be presented by the author.

Therefore, the study was aimed to analyze character education values in reading text in the 2013 curriculum English book.

REVIEW OF LITERATURE

1. Textbook

Brown (2001: 136) states that the most obvious and most common form of material support for language instructions comes through textbooks. Harmer (2007: 182) states the majority of teachers around the world use the textbook to help students and to provide structure and direction for teachers in teaching. Textbook serves to attract students in exploring/following the subject matter they will learn.

Tomlinson (2011) says that a textbook provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

Moreover, Iskandarwassid and Sunendar (2009: 172-173) mentions some roles of teaching material as follows.

- 1) Reflecting the sharp and innovative point of view about teaching and demonstrating its application in the teaching materials presented.
- 2) Presenting a rich source of subject matter, readability and varied, according to the interests and needs of the learners.
- 3) Providing a well-organized and gradual source.
- 4) Presenting the methods and media of teaching to motivate learners.
- 5) Being a support for the exercises and practical tasks.
- 6) Presenting materials/tools evaluation and remedial harmonious and appropriate.

2. Character

According to Koesoema (2007: 90), the term 'character' is derived from the Greek *karasso*, which means 'blueprint', 'the basic format' or 'fingerprint'. More clearly, Saptono (2011: 18) mentions this definition as deterministic. Here, the character is understood as a set of mental condition on ourselves that have been granted or given. It is a fixed person's character that becomes a special mark which distinguishes people from one another.

The definitions above emphasize that the character is something that is given but also a combination of what an individual obtained from the environment. Meanwhile, Winnie in Mu'in (2011: 160) understands that the term character has two meanings. First, it shows how a person behaves. Second, the term character is closely related to personality. The term personality is also associated with the term character, which is defined as the totality of values that direct human in living his life. So, it is related to the value system that is owned by someone (Mu'in, 2011: 165). Besides the personality, the term character can also be associated with the term virtue as expressed by Peterson and Seligman in Mu'in (2011: 161) who link directly to the strength of character virtues. Character strength is seen as a psychological element that builds virtues.

Among all of the above understanding, there is a more complete and realistic understanding of the character. Lickona in Saptono (2011: 18) understands the character as a spiritual condition that is not complete yet. Based on that understanding, then the people who let go on the condition that has been existed, called people who have weak character. On the other hand, those who do not want to just accept the conditions of the existing self, but try to overcome it, called

people who have strong or tough character. They constantly strive to improve themselves

3. Values in Character

Considering the important of character education in schools, Koesoema (2007: 208-211) suggests some of the criteria that can be parts of the value of the framework in implementing character education in schools as follows:

1) Virtue Value

In the context of ancient Greece, for example, the virtue value appears in the physical and moral strength. Physical strength here means excellence, strength, tenacity, and generosity. Meanwhile, the moral strength means brave to take the risk on life choices, consistent, and faithful.

2) Value of beauty

The value of beauty in a higher level touches the dimension of human interiority itself that determines the quality of him as a human being.

3) Value of work

Being the main man is being a human who works. For that, it takes patience, perseverance, and perseverance. If the educational institutions do not add this value of work, the individuals involved in it will not be able to develop the characters well.

4) Patriotic value (patriotism)

Although our society becomes increasingly global, love for the homeland is still needed, because the homeland is a precious place for individuals culturally and historically. Character education that instills the values of deep patriotism is still relevant.

5) Value of democracy

Values of democracy includes the willingness to discuss, negotiate, agree, and resolve problems and conflicts by peaceful means, not by force, but through a dialogue for the creation of a better social order.

6) Value of unity

In the context of nation and state of Indonesia, the value of unity is the basis for the founding of this country. What is written in the third precepts of Pancasila, the Indonesian Unity, will not be maintained if each individual who became an

Indonesian citizen can not respect the difference and plurality that exists in our society.

7) Moral support

This value is what Socrates referred to care for the soul. The soul determines whether a person is good or not as an individual. Thus, these moral values are vitally important to a character education.

8) Humanitarian values

The values of humanity presupposes the openness to other cultures, including the culture of different religions and beliefs.

4. Character Education

Mulyasa (2013: 7) says that the character education in curriculum 2013 aimed at improving the quality of processes and outcomes of education, which leads to the formation of students' good character in accordance with the standard of competence at any educational institution. In the implementation of the 2013 curriculum, character education can be integrated in all learning in any field of study contained in the curriculum.

As for the indicators of the achievement, the success of Curriculum 2013 in the form of competence and character in schools can be seen from many everyday behaviors that appear in every activity of students and other residents of schools (Mulyasa, 2013: 11). Such behaviors are realized in the form of: awareness, honesty, sincerity, simplicity, independence, care, freedom of action, accuracy, precision, and commitment.

The Ministry of National Education (Kemendiknas) has established the basis of character education that rooted in 18 values of cultural education and national character. From those 18 characters, schools can provide additional character or reduce it according to the needs of learners. Those 18 characters are (1) religiousness, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) patriotism, (12) appreciation, (13) friendly/communicative, (14) love of peace, (15) reading interest, (16) environmental awareness, (17) social awareness, (18) responsibility.

5. Techniques of Integrating Characters

According to the Ministry of National Education (2010: 21), there are many ways or techniques to integrate the characters into their teaching included in textbooks. These methods include (1) expressing the characters that exist in the learning material, (2) integrating the characters to become an integral part of the learning material (3) using imagery and making comparisons with similar events in the lives of the students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great men, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through clubs or group activities to bring character of humanity.

From the above description, methods number (1) and (2) imply that the characters in the textbook expressed directly (explicitly). Methods number (3) - (10) are the indirectly (implicitly) integrating technique of characters. The most important thing in presenting the material in textbooks is that it should be adjusted between the subject matter and the level of cognitive development of learners. Zuchdi (2012: 36) also states that to achieve the purpose of character education/values/morals that is expected behavior, students must already have the ability to think in matters of values/morals to be able to make decisions independently in determining what action should be done.

RESEARCH METHODOLOGY

This research was conducted by using the qualitative research method by using content analysis. The data of this study was texts that represent eighteen character building values of from textbook "Bahasa Inggris SMA/SMK X". The researcher found the texts that represent character building values. The researcher collected the data by sorting the texts in each chapter of the textbook. The researcher classified the content and interpreted the meaning of the finding to the context.

RESEARCH FINDING AND DISCUSSION

Research findings

1. Characters in the Texts of an English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*

From the analysis of 10 texts of an English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*. The 18 characters described by *Kemendiknas* are religiousness, honesty, tolerance, discipline, hard-work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. The frequency of those characters found in the texts can be seen in Table 4.1 below.

Table 4.1: The Data of Characters in the Texts of an English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*

No.	18 Characters	Frequency	Percentage
1.	Religiousness	2	4.76%
2.	Honesty	1	2.38%
3.	Tolerance	1	2.38%
4.	Discipline	1	2.38%
5.	Hard-Work	8	19.04%
6.	Creativity	2	4.76%
7.	Independence	2	4.76%
8.	Democracy	0	0%
9.	Curiosity	2	4.76%
10.	Nationalism	2	4.76%
11.	Patriotism	3	7.14%
12.	Appreciation	4	9.52%
13.	Friendly/ communication	2	4.76%
14.	Love of peace	3	7.14%
15.	Reading interest	0	0%
16.	Environmental awareness	1	2.38%
17.	Social awareness	3	7.14%

18.	Responsibility	5	11.90%
Total		42	100%

Characters found in the texts of English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* are described in this part by providing the examples from the data. Those characters are religiousness, honesty, tolerance, discipline, hard-work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/ communication, love of peace, reading interest, environmental awareness, social awareness, responsibility that are described by *Kemendiknas*.

2. Techniques of Integrating Characters in the Texts of an English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*

Characters in the texts of an English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* are integrated through two kinds of techniques which are implicitly and explicitly. By analysing each text, techniques of integrating characters are presented in Table 4.2 as follows

Table 4.2: The Data of Techniques of Integrating Characters in the Texts of an English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*

Techniques of Integrating Characters	Frequency	Percentage
Implicit	24	57.15%
Explicit	18	42.85%
Total	42	100%

Table 4.2 shows that characters in the texts of English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* are mostly delivered implicitly.

Discussion

The data were taken from the English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*. At this stage, researcher only focused on observing character education values in reading text. Based on the result of analysis, the English textbook in the tenth grade found character education values in reading materials. Character education values consist of eighteen values which are officially provided by Education Ministry (2010). In reading materials, there are twelve character education values in English textbook “Bahasa Inggris SMA/SMK”. The character values found are religiousness, honesty, discipline, hard working, curiosity, nationalism, patriotism, appreciation, friendly/communication, environmental awareness, social awareness and responsibility.

The most value found in the reading material is hard working. The dominance hard working character implies that the author wants to raise the students’ effort of students to other human. The texts in this book cover more social themes than others. This may imply that the character that wants to be prioritized in this book is the character that is related to relationship of one human with other humans as a social being. The values which are not represented in the reading material are tolerance, creativity, independence, democracy, love of peace and reading interest.

The integrating technique of characters implicitly is more dominant in the texts of this book. This is in accordance with the development of the students’ power of reason and power of thought who are able to think abstractly. At this stage, students have been able to think critically and to understand the implied meaning. In addition, students have been able to solve the problem logically by involving various related problems. This shows that the author seems to pay attention to the cognitive and affective aspects of the students.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data From those 18 characters, hard working character is the most dominant with the percentage of 19.04%. Meanwhile, democracy and

love to read characters stand in the lowest position with 0%.The percentage of tolerance, honesty, discipline and environmental awareness found in reading text was 2.38 %. The percentage of religiousness, creativity, independence, curiosity, nationalism, and friendly/communication found in reading text was 4.76 %. The percentage of patriotism, love of peace and social awareness found in reading text was 7.14 %. . The percentage of appreciation was 9.52% , and responsible was 11.90%.

Furthermore, this research also studies the techniques of integrating characters in the texts of English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*. Techniques of integrating characters that are found in the texts consist of two techniques, namely explicitly with 42.85% and mostly by implicitly technique with 57.15%.

Suggestion

1. For teachers who use English textbooks are expected to to raise or deliver characters of character education in the material or activity explicitly. Teachers can apply contextual and cooperative learning so that these characters can be integrated optimally.
2. For other researchers who want to conduct relevant research can analyse other textbooks for the same or different grades and also analyze the implementation of the characters in the teaching learning process. They can make this study as additional information or reference.

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