The Representation of Values of Mutual Cooperation as A Part of Character Education in An English Textbook

Bisma Yudha Mandala
English Language Education Study Program
Universitas Negeri Jakarta
Jakarta, Indonesia
bisma.yudha279@gmail.com

Hanip Pujiati
English Language Education Study Program
Universitas Negeri Jakarta
Jakarta, Indonesia
hanifpujiati@unj.ac.id

Abstract

This study aims to analyze all of the written expressions that represent values of mutual cooperation in the English textbook entitled *"English in Mind Second Edition (Student's Book Starter) Special Edition* used for seventh graders in Al-Azhar Islamic Junior High Schools in Indonesia and to provide a description regarding to what extent the values of mutual cooperation are encouraged in the textbook. In data collection, content analysis approach was applied following the indicators of values of mutual cooperation from Kemendikbud and other sources. The findings show that (1) 172 expressions are considered having the values of mutual cooperation from six different kinds of values of mutual cooperation, and the most among others is the values of tolerance with the amount of 25% of the total expressions, (2) each of the six different kinds of values of mutual cooperation has different characteristics indicated by keywords, and (3) to some extent, the values of mutual cooperation play a major part that they exist in every section of the materials in the textbook, especially the values of tolerance, and that similar keywords encouraging values of mutual cooperation occur in every section of the textbook.

Keywords: character values, mutual cooperation, English textbook, content analysis.

INTRODUCTION

In a global view, character education can be defined as the gaining and empowerment of virtues (qualities), values (ideals and concepts), and the ability to make good decisions comprehensively for world-wide life and a prosperous society. Facing the challenges of the 21st century requires a sustainable struggle to nurture in students' personal growth and the capacity to fulfill social and community tasks as global citizens. According to The Center for Curriculum Redesign (CCR), the general aims of character education are to build a basis for lifelong learning, to reinforce successful relationships in all settings of life, and to enhance personal values and virtues for active participation in a globalized world (Bialik et al, 2015:2). The CCR also states that practices of character education involve a wide range of pedagogical activities, which require useful tools for the purpose of optimal outcomes of character education. The CCR's Geneva Declaration in Bialik (2015:25) has claimed that character education needs improvements in teachers' professional development through rethinking what and how to teach character in order to support overall development of students.

Character education in the field of education has long been one of the major goals of national education in Indonesia. 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 good personality or character. The currently applied *Kurikulum 2013* states in the basic competencies and the core of the curriculum that this curriculum is designed mainly for the purpose of developing the affective aspects of students in Indonesia (Kemendikbud, 2017:10) since these aspects are strongly related to the manifestation of character values of individuals. Moreover, President Joko Widodo through The Ministry of Education and Culture in Indonesia has been establishing a program called *Penguatan Pendidikan Karakter* (PPK or The Reinforcement of Character Education) since 2016 to encourage character education in Indonesia (Kemendikbud, 2017). According to the program, there are five main values of good characters to be prioritized in the national education system in Indonesia, they are the value of religion, the value of nationalism, the value of independency, the value of integrity, and the value of mutual cooperation. In addition, many good characters are also encouraged in the visions of most educational institutions in Indonesia in which those institutions commonly concern with producing individuals who are not only high in intelligence but also in moral standards (Mulyatiningsih, 2015).

Building good character values gains such great attention in education because character values help the students realize, experience, and put the values in an integral manner to their life (Deni, 2014) as character is reflected in attitudes based on morality (Muslih, 2011). Character values are what define every individual as a human being that has the prominent role in creating a better environment for all aspects of society. That role influences both other humans and other living beings as a universal unit in one place at a time (Yulianti, 2014). Hill in Muslih (2011) concludes that character determines someone's private thoughts and someone's actions since it is the inner-motivation to do what is considered rightful, according to the highest standard of behavior, in every situation.

Mulyatiningsih (2015) furthermore states that there are increasing concerns and research interest of character education in the educational field, due to the increased number of negative characters appearing in many occasions in various forms, from bullying that occurs among young learners, to many plagiarism cases among youngsters and adults (p.5). In terms of English textbooks, Ubay (2019) did a content analysis concerning eighteen character values in an English textbook for Indonesian eleventh graders. Yulianti (2014) had done a similar study in the context of Indonesian seventh graders. Jazadi (2015) had done a critical review on some English textbooks applying a character-based curriculum. Many other researchers also analyzed the implementation of character values in English textbooks (e.g. Iswara, 2013; Hapsari, 2013;). However, those studies had only investigated character building values in general, rather than focusing on one particular value, available in English textbooks published by Indonesian authors, made exclusively for Indonesian students. Therefore, the recent study aims to analyze one character building value, that is mutual cooperation, in an English textbook written by a foreign author, used in a junior high school in Indonesia.

From the global perspective, mutual cooperation has been a concern in order to achieve beneficial success with the collaboration among Asian countries and European countries in the upcoming era of 21st century skills advancement (Zemin. 1997:12-16; Rongji 2003). The CCR (Blalik, 2015:4) explains that in education, practices of character values include a wide range of pedagogical activities beyond didactic instruction, such as play, inquiry, debate, design, performance, sports, and meditative practices, showing that the practice of collaboration (mutual teamwork) is one of the essential features. From the national perspective, the values of mutual cooperation, according to PPK program, reflect the spirit to cooperate contributing on solving social problems, friendly communication, and the empathy of helping each other. Actions that represent these values are respect for each other, inclusivity, teamwork, solidarity, empathy, partnership, voluntary, anti-discrimination, and anti-violence (Kemendikbud, 2017).

Mutual cooperation is a positive attitude that supports the development in the countryside, and it needs to and must be maintained as a manifestation of the habit of doing a job together for the same purpose (Irfan, 2016:40). Mutual cooperation is a value that is still held firmly by rural communities which is in contrast with urban communities that tend to be individualist (Subagyo, 2012:33). In Indonesian social and political context, mutual cooperation is a part of social and cultural ethics that come from the humanity and trigger a sense of unity and diversity as a nation (Suryadinata, Arifin & Ananta, 2003; and Farisi, 2014 in Iskandar & Hamdani, 2017). *Gotong Royong* (2019) states that mutual cooperation covers such values as: (1) Togetherness, meaning that the mutual cooperation reflects teamwork in the society and shows a sense of caring for each other for better condition; (2) Unity, meaning that the collaboration aspect in mutual cooperation apparently

creates unity among the community, making the community stronger that enable the people to solve any kind of problems; (3) Dedication, which teaches people to be willing to sacrifice dedicating their time, efforts, ideas, and materials for the community to achieve particular goals as a community; (4) Empathy, which encourages people to help each other, even with the slightest contribution; and (5) Socialization, which brings out human nature as a social creature who gets to know each other through constantly communicative interactions (Gotong Royong, 2019 p.4). It can be implied that the values of mutual cooperation have gained huge attention in the global as well as national education perspectives.

Besides those mentioned in the PPK program previously, the indicators of the mutual cooperation values are also available in the criteria of affective (attitude) evaluation in *Kurikulum 2013* proposed by the Indonesian Ministry of Education and Culture, which are specifically defined as to work together voluntarily with each other in order to achieve the same purpose (Kemendikbud, 2017). The indicators include (1) Actively contribute to maintain a good environment; (2) Be committed to the community; (3) Voluntarily help each other; (4) Be actively engaged in group activities; (5) Prioritize achievements as a community; and (6) Be open-minded for discussions or arguments in solving any kind of problems.

Reviewing from all previously mentioned literatures related to mutual cooperation, this study eventually focuses on how the values of mutual cooperation are represented in the English textbook entitled *"English in Mind Second Edition (Student's Book Starter) Special Edition"* published by Cambridge University Press used by the students of grade seven at SMP Islam Al-Azhar in Indonesia. This study is also to provide an appropriate description regarding to what extent the values of mutual cooperation are encouraged in the textbook. The analysis is based on the following six criteria of mutual cooperation values: (1) Reinforcement, it is to actively contribute to maintain a good environment. This idea highlights the essence of building encouraging, caring, and positive behaviors in the environment so that students feel secure to connect in a highly motivated way to contribute to the group (Dörnyei, 2001; [4,8]; Yulianti, 2014); (2) Group Commitment, it is to be committed to the community. The collaboration aspect in mutual cooperation apparently creates unity among the community which makes the community stronger and ready to solve any kind of problems. (*Gotong Royong,* 2019, p.4; BPMTV Kemendikbud, 2017); (3) Volunteering, it is to willingly help each other. Even the slightest contribution among others in mutual cooperation is always meaningful and beneficial (Wahyudin et al, 2018); (4) Communicative Interaction, it is to be actively engaged in group activities since mutual cooperation promotes an intense interaction among individuals in a community in achieving particular group goals (Jazadi, 2015; Iswara, 2013); (5) Togetherness, it is to prioritize achievements as a community. Mutual cooperation reflects a teamwork in the society and a sense of caring for each other (*Gotong Royong,* 2019, p.4); and (6) Tolerance, it is to be open-minded for discussions or arguments in solving any kind of problems because mutual cooperation encourages people to maintain harmony in diversity of every individual in a nation (*Gotong Royong,* 2019, p.4; BPMTV Kemendikbud, 2017; *the Joseph institute of Ethics*, 2014).

The findings of this study can hopefully be useful for further consideration in selecting English textbooks from both national and international publishers for EFL students, especially concerning the students' character building. The findings can also promote the importance of mutual cooperation values, not only in a textbook but also in application in school.

RESEARCH METHOD

The qualitative research method with the practice of content analysis was used to identify and analyze all the written expressions concerning the values of mutual cooperation that appear in the textbook entitled *English in Mind Second Edition (Student's Book Starter) Special Edition*". According to Creswell (2012: 16), qualitative research in the case of educational research focuses on understanding central phenomenon that exists. In this particular study, the central phenomenon is the existence of character values of mutual cooperation in the particular English textbook. Ary (2006: 29) moreover states that content analysis focuses on analyzing and interpreting recorded materials, including textbooks, to learn about human behavior because there is a belief that a question can best be answered by studying certain documents.

The selected textbook is a special edition textbook of the series that includes Islamic culture (e.g. pictures of women wearing hijab in several dialogues, pictures of mosque, etc.). Therefore, it is relevant for the textbook to be used by seventh graders of every SMP Islam Al-Azhar, a well-known Islamic junior high

school in Indonesia. However, the analysis focuses only on the written expressions that textually and contextually represent the values of mutual cooperation. The Islamic culture related content, the pictures, and the audio materials would not be analyzed.

The data collection and analysis instrument (as shown in the following table) was formulated based on the criteria of the values of mutual cooperation proposed by the *Penguatan Pendidikan Karakter* (PPK) program and the criteria of affective (attitude) evaluation of mutual cooperation in *Kurikulum 2013*, both published by the Ministry of Education and Culture of Indonesia.

Criteria	Indicators	Data (Expressions)
1. Actively contribute to maintain a good environment (Reinforcement)	- Show active involvement of individuals in a community as a reflection of environmental care. - Recognize people or objects in an environment /community. - Explore various objects and behavior in an environment.	
2. Be committed to the community (Group Commitment).	- Express a sense of loyalty, inclusivity, responsibility and discipline towards a community. - Show a sense of dedication towards a community. - Willingly fulfill individual roles for a community.	
3. Willingly help each other. (Volunteering)	- Voluntarily help someone with no hesitation regardless of each other's differences in culture and beliefs as a realization of sympathy and empathy. - Express care to other people through actions that reflect attentions to other people, - Be able to create a sense of calmness in difficult situations in a community.	
4. Be actively engaged in group activities. (Communicative Interaction)	- Encourage each other to solve problems in group discussions. - Maintain interpersonal engagements through dialogues. - Maintain information for a group to be successful.	
5. Prioritize achievements as a community (Togetherness)	- Focus on achieving particular goals as a group - Show a sense of teamwork by working together through situations. - Encourage other people to work together (not to be left alone).	
6. Be open-minded for discussions/ arguments in solving any kind of problems. (Tolerance)	- Be open for discussions and respect each other's different point of views. - Consider others to reach a final decision of a matter. - Forgive other people for his or her mistakes as well as apologize to someone for his or her own mistakes.	

Table 1. Data Collection Instrument

The collected data were analyzed through certain procedures as followed:
1. Checking and rechecking all collected expressions that represented the values of mutual cooperation.
2. Highlighting some keywords and expressions that were in line with the indicators of the value of mutual cooperation in order to confirm the representation of the value of mutual cooperation in all the collected expressions.
3. Verifying whether all collected data clearly represented the values of mutual cooperation.
4. Describing what made all collected expressions considered to represent mutual cooperation values following the indicators in the data analysis instrument as the findings in order to achieve the research purposes.

RESULTS AND DISCUSSION

A. Results

After content analysis on the expressions from 14 units of the textbook entitled *"English in Mind Second Edition (Student's Book Starter) Special Edition"* including a welcome section and 4 group projects in the English textbook is done, the results are then portrayed on the analysis table to present the mutual cooperation value related expressions and sentences. The results show that there are a total of 172 mutual cooperation value related expressions in the English textbook *"English in Mind Second Edition (Student's Book Starter) Special Edition"*, which consist of 10.47% of Criteria 1 (Reinforcement), 14.53% of Criteria 2 (Group Commitment), 12.21% of Criteria 3 (Volunteering), 23.84% of Criteria 4 (Communicative Interaction), 13.95% of Criteria 5 (Togetherness), and 25% of Criteria 6 (Tolerance). Below is the chart showing the percentages of each indicator of mutual cooperation values in *"English in Mind Second Edition (Student's Book Starter) Special Edition"*
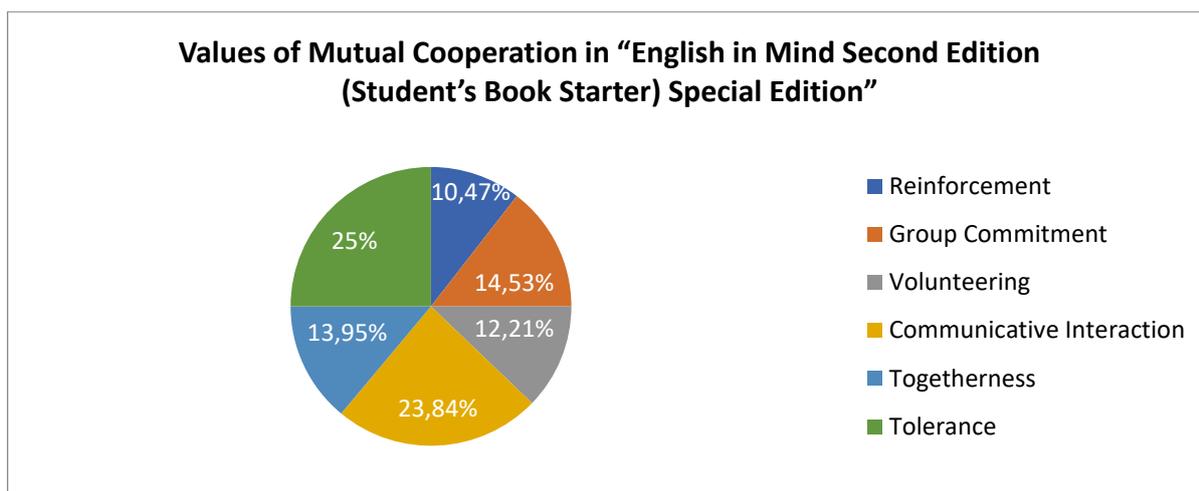

Figure 1. Values of Mutual Cooperation in "English in Mind Second Edition (Student's Book Starter) Special Edition"

Some words in each expression are highlighted according to the keywords of each criterion. The yellow-highlighted words are the keywords that belong to each of certain criteria while the green-highlighted words are the keywords of the mutual cooperation values in general, which frequently appear in the textbook and most likely can belong to all of the criteria of the mutual cooperation values. Among the total of 172 expressions indicated to have values of mutual cooperation, 52.33 % represents yellow-highlighted words while the rest of 47.67% represents green-highlighted words.

In Criteria 1 (Reinforcement), a total of 18 expressions (10.47%) are found. The keywords of the value of mutual cooperation involve words and expressions which are most likely related to active participation that show care to an environment, an acknowledgement of people or objects in the environment, and the exploration of people's behavior in the environment. Highlighted in yellow are such keywords for greetings to other people (e.g. *Good morning*), contributions to a community (e.g. *She works on important projects for the American people. She also helps her husband with his works and his official duties*.), as well as knowledge and curiosity of people or objects in an environment (e.g. *We'd like to learn all about what you like before you arrive. Please write to us and tell us all about you! What food do you like? Is there any food you don't like? What's your favourite food? Also, please tell us what you'd like to do here in London*).

Criteria	Indicators	Data (expressions)
1. Actively contribute to maintain a good	- Show active involvement of individuals in a community as a reflection	1. Paula: Hi, Steve *How are you*? Steve: Fine, *thank you.* And you? Paula: Yeah, I'm OK (*Welcome Section,* p. 4).

environment (Reinforcement).	of environmental care.	
	- Recognize people or objects in an environment /community.	2. Joanne: Good *morning,* Mrs. Jackson Mrs. Jackson: Hello, Joanne. How are you? Joanne: I'm fine, thank you. Well, goodbye. Mrs. Jackson: *Goodbye,* Joanne (*Welcome Section*, p. 4).
	- Explore various objects and behavior in an environment.	3. Michelle is very busy. She works on important projects for the American people. She also helps her husband with his works and his official duties. (UNIT 3, p. 26).

Table 2. Analysis of Criteria 1 (Reinforcement)

In Criteria 2 (Group Commitment), a total of 25 expressions (14.53%) are included. The keywords of this value are most likely related to attachment and dedication towards a community, and a sense of belonging and responsibility towards a particular group of people. Highlighted in yellow are such keywords for professionalism (e.g. *Do not write the text, just agree on your ideas for a short scene. Then act it out.*), and a sense of loyalty (e.g. *They live in a flat above the shop and Rani looks after their two children. Mohammed and Maureen both work in the shop. The shop is open until 10 pm every day, so they work hard.*).

Criteria	Indicators	Data (expressions)
2. Be committed to the community (Group Commitment).	- Express a sense of loyalty, inclusivity, responsibility and discipline towards a community.	1. Chuck: OK, guys... This is our first song for you today. It's new, and it's... *Are We Alone?* (UNIT 2, p. 18).
	- Show a sense of dedication towards a community.	2. Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out. (p. 23).
	- Willingly fulfill individual roles for a community	3. Mohammed and Maureen have a grocery shop. It sells fruit, vegetables and drinks. They live in a flat above the shop and Rani looks after their two children.

Table 3. Analysis of Criteria 2 (Group Commitment)

In Criteria 3 (Volunteering), There are a total of 21 expressions (12.21%), the keywords of which involve words and expressions most likely related to a desire of helping other people, the acknowledgment of someone's pain in certain difficulties, and a person's ability to bring calmness in hard times. Such keywords highlighted in yellow are expressions of sympathy and empathy (e.g. *Are you and Ridho OK?),* a help or guidance of people in need (*e.g. Kate: Excuse me - where's Gordon Park? Woman: Gordon Park? Oh just go down here, past the church and turn left. The entrance is opposite the post office*), and a sense of sharing (e.g. *Girl: Is that magazine good? Boy: Yes, it's great. Girl: can I read it? Boy: Yes, of course you can! Here you are!).*

Criteria	Indicators	Data (expressions)
3. Willingly help each other (Volunteering).	- Voluntarily help someone with no hesitation regardless of each other's differences in culture and beliefs as a realization of sympathy and empathy.	1. Alex: I *not / don't* understand. Julie: It's OK, Alex. I can help *you / it* Alex: Thanks, Julie. (*Welcome Section,* p. 10).
	- Express care to other people through actions that reflect attentions to other people,	2. Girl: *Sorry / Excuse me*. Can I help you? Woman: Yes, please. Girl: OK? Woman: Yes, great. Thank you!

		Girl: *No / A* problem (*Welcome Section,* p.10).
	- Be able to create a sense of calmness in a difficult situations in a community.	3. Mum: *Are* you and Ridho OK? Hasan: No, we. (*UNIT 2,* p. 19)

Table 4. Analysis of Criteria 3 (Volunteering)

In Criteria 4 (Communicative Interaction), there are a total of 41 expressions (23.84%), the keywords of which involve words and expressions most likely related to an empowerment of group interactions in problem solving, interpersonal connections of members in a particular group, and active communications in order to achieve goals as a group. Such keywords highlighted in yellow are asking and answering questions to each other (e.g. *Ask and answer questions from the box*), information sharing to others (e.g. *I don't have your phone number. Can you tell me what it is?*), and making conversations (e.g. *Use the pictures to make a conversation*).

Criteria	Indicators	Data (expressions)
4. Be actively engaged in group activities (Communicative Interaction).	- Encourage each other to solve problems in group discussions.	1. Work with a partner. Say your answers to Exercise 4b. (*UNIT 2,* p. 20).
	- Maintain interpersonal engagements through dialogues.	2. Look at the pictures. Ask the teacher*: "What's.... in English?"* (*Welcome Section,* p.7).
	- Maintain information for a group to be successful.	3. Work with a partner. Ask and answer questions about the pictures. (*Welcome Section,* p.7).

Table 5. Analysis of Criteria 4 (Communicative Interaction)

Criteria 5 (Togetherness) covers a total of 24 expressions (13.95%) showing keywords most likely related to working together as a team in order to achieve the same goal as well as encouraging each other to work as a team. Keywords highlighted in yellow are related to teamwork (e.g. *Swap your family trees. Talk to your partner about your family. Fill in the names in your partner's family tree.*), encouragement of staying together (e.g. *Darren: Do you want to go? Together? Izzie: Of course! Kate: Absolutely! They're my favorite band.*), and a desire to fulfill goals as team (e.g. *Rick can take part because he does it with his father, Dick Hoyt. In the running, his father pushes him in his wheelchair. In the swimming, Rick lies in a small boat and Dick swims and pulls him. And in the cycling, Rick sits in a special seat on the front of Dick's bike. Together, they are 'Team Hoyt'.*).

Criteria	Indicators	Data (expressions)
5. Prioritize achievements as a community (Togetherness)	- Focus on achieving particular goals as a group	1. Listen to your teacher. Tick (☑) the numbers in Exercise 2a that you hear. (*Welcome Section,* p.11).
	- Show a sense of teamwork by working together through situations.	2. Work with a partner. Match the numbers on the map with the countries in Exercise 3. (*UNIT 1,* p. 14).
	- Encourage other people to work together (not to be left alone).	3. Work with a partner. Make sentences. Use the words in the box. (*UNIT 2,* p. 20).

Table 6. Analysis of Criteria 5 (Togetherness)

Finally, criteria 6 (Tolerance) covers a total of 43 expressions (25%) with keywords most likely related to group discussions, presence of different opinions, considerations of different point of views in reaching a final decision, and compromises of each other's mistakes. Keywords highlighted in yellow are being open in discussions (e.g. *Teacher: What does this mean / say? Boy: Sorry I don't know. Girl: I know, Miss*), promotions of different opinions (e.g. *One of you comes to the front. He or she is the celebrity in the photo. He or she holds the photo of the famous person. The others ask questions and make comments.*), expressions

of likes and dislikes (*A. Do you like Jennifer Aniston? B. Yes, I really like her. I think she's fantastic. Do you like Lindsay Lohan? A. No, I don't. I think she's awful.*), and understandings of mistakes (e.g. *Mark: Here we are! And look - there's Jo! Izzie: Hi Jo. We're here! Good luck! Jo: Thanks - but actually, the race is over! lt started at 8.00. Darren: Oh no! Wrong time, sorry! Jo: It's OK guys - I'm happy you're here!*).

Criteria	Indicators	Data (expressions)
6. Be open-minded for discussions/arguments in solving any kind of problems (Tolerance).	- Be open for discussions and respect each other's different point of views.	1. Teacher: What does this *mean / say*? Boy: *Sorry / Excuse me*. I don't know. Girl: I know, Miss (*Welcome Section,* p. 10).
	- Consider others to reach a final decision of a matter.	2. Work with a partner. Name three songs or bands that are popular in your country at the moment. (*UNIT 2* p. 18).
	- Forgive other people for his or her mistakes as well as apologize to someone for his or her own mistakes.	3. A: Is Avatar a good film? B: No, *not* very interesting. (*UNIT 2,* p. 19).

Table 7. Analysis of Criteria 6 (Tolerance)

In the table of data analysis, there are some expressions that are highlighted in green, such as '*Work in small groups', 'Work in groups of three or four.', 'Work with a partner', 'Work in pairs.', 'Sit back to back with your partner.'*, etc. Those highlighted words have similar meanings as those that represent the values of mutual cooperation, which overall simply means to work together with partner(s) and can be put in all of the criteria of the values of mutual cooperation.

In relation to the last sub-question of the research: To what extent values of mutual cooperation are represented in the English textbook entitled *"English in Mind Second Edition (Student's Book Starter) Special Edition"*, it can be clearly seen from the above results that this English textbook is strongly promoting the values of mutual cooperation, assuming from the fact that the expressions that fulfill the criteria of mutual cooperation values exist in every unit and section of the textbook, with a total of 172 mutual cooperation value related expressions. It is also clear that the value of tolerance dominates by the amount of 25% of the total data. That implies that students are apparently encouraged to have a powerful sense of tolerance, accepting different views and backgrounds among each other to live in harmony. Moreover, the frequent presence of the green-highlighted words, which represent the keywords of the mutual cooperation values in general, and the yellow-highlighted words, which indicate the existence of all of the six criteria of mutual cooperation values, in all units and projects of the textbook reflects the encouragement of teamwork in most of the textbook activities. Therefore, it is reasonable to say that the English textbook entitled *"English in Mind Second Edition (Student's Book Starter) Special Edition"* is a textbook that highly promotes values of mutual cooperation.

B. Discussion

The findings can clearly show that values of mutual cooperation are essential in the English textbook entitled *"English in Mind Second Edition (Student's Book Starter) Special Edition"* published by Cambridge University Press, used by seventh graders in Al-Azhar Islamic Junior High Schools in Indonesia. Looking back to the indicators it is revealed that values of mutual cooperation are frequently displayed on the expressions in all of the sections in this English textbook. Moreover, to some extent, the textbook activities and projects encourage students to be collaborative in certain ways. However, some instructions from the activities are quite repetitive appearing in all sections (such as the overused expressions of the green highlighted words e.g. *"Work with a partner"* and "*Work in pairs")*. Variety of expressions in terms of instructions might take into consideration in the content of an English textbook. Given those results, it is reasonable to claim that this textbook is suitable for the need of the representation of values of mutual cooperation for seventh graders in Indonesian context.

It is also found that the values of tolerance have the highest frequency to appear in the textbook among all criteria of values of mutual cooperation in the English textbook. It is reasonable considering most of the content of the textbook shows the variety of people in communities. Explicitly, the readers of the book are encouraged to acknowledge differences among people because the book adapt international cultures

exposing to wide variety of cultures. On the other hand, the values of reinforcement seem to have the lowest amount of attention probably because the aspect of contribution is a little too broad compare to others which seem to be more narrow and intense. Besides, the aspect of contribution can spread equally in all of the six criteria of values of mutual cooperation.

Relating to global perspective of the values of mutual cooperation, learning tools that represent values of mutual cooperation is very precious. Chinese embassy reported that mutual cooperation has been a concern in order to achieve beneficial success with the collaboration among Asian countries and European countries in the upcoming era of 21st century skills advancement, conveyed on Premier of the State Council of the People's Republic of China at ASEM II and on the Informal China-ASEAN Summit (Zemin. 1997:12-16; Rongji 2003). Thus, in the context of English language learning, materials and activities (including textbook) should be managed in such a way in order to achieve the implementation of this global needs.

In Indonesia, the results show that the textbook has essentially promoted the value of mutual cooperation as suggested by *Kurikulum 2013,* especially the affective aspect (attitude), and *Penguatan Pendidikan Karakter* (PPK) program. It means that the students have already been encouraged to build positive attitude in maintaining the habit of doing a job together for the same purpose (Irfan, 2016:40) even though they live among urban communities. They also apply the sense of unity and diversity as a nation (Suryadinata, Arifin & Ananta, 2003; and Farisi, 2014 in Iskandar & Hamdani, 2017) making them aware of the responsibility to preserve the Indonesian National Independence goal and Pancasila. With the appropriate application, this book can help produce students who are not only intelligent in learning but also good in behavior so that students perform good character in the future (Ubay, 2019).

Furthermore, in line with the values of mutual cooperation, there is one classic theory of English language learning called *cooperative learning* which by Olesen and Kagan (1992) is defined as a classroom action in which the conversation is structured between learners and in which every individual learner is responsible for his/her comprehension for the materials as well as the others' comprehension for the materials at the same time. Therefore, it is reasonable to claim that cooperative learning is closely related to the concept of mutual cooperation and this book has implemented this idea, too.

CONCLUSION AND RECOMMENDATION

Values of mutual cooperation have been a highly crucial aspect of character education in Indonesia, particularly since the hype of *Kurikulum 2013* proposed by the Ministry of Education and Culture in Indonesia (Kemendikbud) that prioritizes the implementation of good characters in educational settings. One of the prioritized good characters according to *Penguatan Pendidikan Karakte* (PPK) program by Kemendikbud since 2016 is values of mutual cooperation (Kemendikbud, 2017). This research has described the representation of values of mutual cooperation in an English textbook entitled *"English in Mind Second Edition (Student's Book Starter) Special Edition"* published by Cambridge University Press, used by seventh graders of Al-Azhar Junior High Schools in Indonesia. Analysis was conducted on the written expressions in the textbook, based on the indicators developed from the criteria of values of mutual cooperation from *Kurikulum 2013* and the PPK Program by Kemendikbud, and other references. The findings of the study show that there are a total of 172 expressions represented the values of mutual cooperation which is sufficient to give contribution to the students' knowledge development of the mutual cooperation values in English teaching and learning materials in Indonesian context. The value of tolerance dominates with 25% occurrences proving that harmony in diversity is essential in the world today.

This study, to some extent, has given a prominent contribution for the topic of values of mutual cooperation in an English textbook published by a foreign publisher, given that previous studies mainly focused on character education values in general and mainly studied local English textbooks (Iswara, 2013; Hapsari, 2013; Yulianti, 2014; Jazadi, 2015; Ubay, 2019). However, this study has certain limitations, given that this is a content analysis which is fully concerned with expressions in the textbook, rather than analysis on the actual application in the classroom. The data are also limited only on the written expression, giving a room for further research on the values available on the materials in a form of audio or picture contents. In terms of policy, it can contribute as a reference to implement particular curriculum based on character education, especially in the implementation of values of mutual cooperation. Even more advance, this study can be used as a reference in the innovation of a new form of curriculum which is mainly focused on

character education. The proposed conceptual framework used in the process of data collection and analysis of this study is a detailed description of the criteria of mutual cooperation, in line with the proposed indicators of mutual cooperation by the Ministry of Education and Culture in Indonesia, and supported by other sources. In terms of practicality, the results of this study can give valuable insight on selecting English textbooks which contain values of mutual cooperation, or even as an additional knowledge on writing a new value-based English textbook. The proposed framework in this study can help book users and book authors in evaluating or planning book contents.

REFERENCES

Ary, et al. (2006). *Introduction to Research in Education Eighth Edition.* Canada: Nelson Education, Ltd.

Bialik et al. (2015). Character education for the 21st century. *Center for Curriculum Redesign*. Boston: Massachusetts. February 25.

BPMTV Kemendikbud. (2017). *Contoh indikator penilaian sikap spiritual dan sikap sosial pada Kurikulum 2013.* Available at: https://fasilitasi.bpmtv.kemdikbud.go.id/contoh-indikator-penilaian-sikap-spiritual-dan-sikap-sosial-pada-kurikulum-2013/. Accessed on 10th of March, 2020.

Creswell, John. W. (2012). *Educational research : planning, conducting, and evaluating quantitative and qualitative research* (fourth edition). Boston: Pearson Education, Inc. p. 16.

Deni, Damayanti. (2014). *Panduan Implementasi Pendidikan Karakter di Sekolah.* Yogyakarta: Araska

Gotong Royong. (2019). Posted on https://www.gurupendidikan.co.id/pengertian-gotong-royong/. Retrieved on June 25th, 2020, 08:00 WIB.

Hapsari, P. L. (2013). Character Education Values in Reading Section of E-English Textbook for Senior High School Students Grade Xi. *Elt Forum - Journal of English Language Teaching*, *2*(1), 1–6.

H.E. Zhu Rongji, Premier of the State Council of the People's Republic of China at ASEM II (3 April 1998)

H.E. Jiang Zemin President of the People's Republic of China On the Informal China-ASEAN Summit 1997-12-16.

Irfan, M. (2016). "*Crowdfunding sebagai Pemaknaan Energi Mutual Cooperation Terbarukan*" Social Work Journal, Vol.6, No.1.

Iskandar, D., & Hamdani, A. R. (2017). *Increasing the Value of Mutual Cooperation and Students ' Conceptual Understanding on Cooperative Learning Model through the Performing Art of Gotong Sisingaan.* *10*(November), 223–244.

Iswara, R. W. (2013). Analysis of Character Education Aspects in Narrative Texts of the Electronic Textbook Developing English Competencies. *ELT Forum: Journal of English Language Teaching*, *2*(2), 1–9.

Jazadi, I. (2015). Character-based curriculum and textbook development in indonesia: A critical review. *SOSIOHUMANIKA: Jurnal Pendidikan Sains Sosial Dan Kemanusiaan*, *8*(November), 313–330.

Joseph institute of Ethics. (2014). "*CHARACTER COUNTS! Six Pillars of Character*". Accessed on 4th of March, 2020: https://charactercounts.org/program-overview/six-pillars/

Kemendikbud. (2017). *"Penguatan Pendidikan Karakter Jadi Pintu Masuk Pembenahan Pendidikan Nasional".* Accessed on 3rd of March, 2020: https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional

Mulyatiningsih, O. E. (2015). *Analisis Model-Model Pendidikan Karakter Untuk Usia Anak-Anak, Remaja Dan Dewasa*. 1–18.

Muslih, Masnur. (2011). *Pendidikan Karakter; Manjawab Tantangan Krisis Multidimensional*. Jakarta: Bumi Aksara.

Ubay, N. L. (2016). *"An Analysis Of Character Education In English Textbook Entitled Bright An English For Junior High School Published By Erlangga".* Tarbiyah and Teacher Training Faculty. State Islamic University Raden Intan Lampung.

Wahyudin et al. (2018). *The Impact of Type Script Cooperative Learning of the Mutual Cooperation Behavior on Economic Subjects*. Cirebon: STAIMA Indonesia

Yulianti, L. V. (2014). *Character building values represented in English textbook for junior high school.* Faculty of Islamic Education and Teacher Training. State Islamic Institute (IAIN) Tulungagu