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## **Investigating Character-Building Values in English Textbook Entitled *Bahasa Inggris* for Grade X**

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### **Abstract**

This research aims to investigate (1) the character-building values presented in the English textbook entitled *Bahasa Inggris* for grade X, and (2) the way character-building values were presented into its materials. The researcher referred to 18 character-building values mandated by the Ministry of National Education (2010). This research used a qualitative research method using content analysis. The data used in this research were the sentences contained in this textbook. The results showed that the English textbook entitled *Bahasa Inggris* for grade X contained all the character-building values, the most of which was the friendly/communicative value with percentage of 16% and the least of which was the tolerance value with percentage of 1%. There were two techniques of integrating characters that were found in the textbook, namely explicit and implicit techniques. The results of this study are expected to be able to give instances to the English teachers so that they can appropriately give these characters to students and be more selective in choosing a textbook or a learning method.

**Keywords:** *Character-Building, English Textbook*

### **INTRODUCTION**

These days, people are anxious and concerned about the phenomenon of moral degradation that is occurring in the community and in an increasingly diverse government, one of which is juvenile delinquency in big cities. One of the causes is the lack of character education which becomes an important issue in the world of education lately. Education plays a serious role in overcoming this issue by integrating character-building in its daily basis class activities, as stated by Nuh (2010, as cited in Aqib, 2011) that a person's character is created by his education. Character determines the existence of a nation (Ratih, 2017). Only a country with a strong character can create a country of dignity and respect by other countries and it is what all nations desire (Purnomo, 2014).

Character-building now has become one of the national educational purposes in Indonesia and it has been inserted in the regulation of Sistem Pendidikan Nasional (SISDIKNAS) no. 20 year 2003. According to Philips (2008), a character could be a set of values that refer to a system, which underlies the behaviors, attitudes, and thoughts displayed. Meanwhile, Koesoema (2007) explains that character has the same meaning as personality, which is a characteristic, or style, or a characteristic of someone which comes from the environment, for example family, or innate. Building students' character is reiterated in Presidential

Regulation No. 87/2017, called the reinforcing character education or Penguatan Pendidikan Karakter (PPK) which is the education movement as part of the educational unit to affirm the character of students by the harmonization of the educational unit, family, and society as the national movement of mental revolution. It means that building the future generation's character is the responsibility of all parties, not limited to education.

In terms of education, National Education of Indonesia (2003) has mentioned that education aims to develop students' intelligence, creativity, independence, religiosity, responsibility, and good character. Character education within the 2013 curriculum also becomes one of the major roles and it is expected to have a lot of positive impact on students. The 2013 curriculum emphasized more on competencies in thinking based on attitudes, skills, and knowledge (Kurniasih and Sani, 2014: 7). Therefore, character education does not only exist in the curriculum but is also included or applied in learning in order that students become aware of the importance of character education and apply the positive characters in their daily life. The Ministry of National Education has set the foundation for character education focusing on 18 values of education and national character. These include responsibility, social care, environmental awareness, fondness for reading, love of peace, friendly/communicative, achievement appreciation, patriotism, curiosity, democracy, nationalism, independence, creativity, hard work, discipline, tolerance, honesty, and religiosity. Yet, schools are given authority to include other characters or reduce the number of characters based on the student's needs.

Furthermore, the process of building character cannot be taught as a separate subject in school but integrated with the pedagogical aspects. It is carried out through a variety of media, learning materials, and learning activities at school. Based on Panduan Pelaksanaan Pendidikan Karakter (2017), character education should be implemented in the school and the classroom transparently, objectively, honestly, and continually. One way to do so is by using textbooks since most of the goals have been prepared in a set of practices (Cunningsworth, 1995). A textbook is useful not only for teachers in terms of helping them to organize the materials and achieve the teaching objectives but also for students to achieve their learning needs, and this also includes character education.

Therefore, the researcher was interested in conducting analysis on character-building values in English textbook to see what character-building values were available in the textbook and how they could be applied in the classroom. Textbook of grade X of Senior High Schools was chosen because the students are in the transitional period from adolescence to adulthood, in which they start trying to find an identity and like to try new things, so that character building can function to lead them to copying positive attitudes and values, not affected by negative things (Adnamazida, 2013).

## RESEARCH METHOD

This research was conducted with qualitative approach using content analysis method to investigate the character-building values found in the English textbook entitled *Bahasa Inggris* for grade X. Qualitative approach is suitable because it focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants (Ary et al, 2018). Content analysis focuses on analyzing and interpreting recorded material to identify specified the character of the materials which can be textbooks, newspapers, web pages, speeches, or any of a host of other types of documents (Ary et al, 2018). English textbook entitled *Bahasa Inggris* was selected to be analyzed because it is the official 2013 curriculum English textbook provided by the Ministry of Education and Culture published in 2017. Besides, no research on character-building values in that particular textbook had been done yet.

The researcher investigated character-building values which appeared in each sentence in each chapter of a total of 15 chapters. Table of analysis was used as the instrument of this research, comprising of eighteen character-building values based on the Ministry of National Education (2010): religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care, and responsibility.

The data were collected through the following procedures: First, the researcher prepared the selected English textbook. Second, the researcher prepared the list of character-building values based on The Ministry

of National Education (2010). Next, the researcher matched the indicators of character-building values with the sentences in the textbook. Last, the researcher put the sentences into the table of analysis.

After obtaining all the data needed, the researcher had to process and analyze them through several steps of data analysis. First, the researcher analyzed each sentence to find out whether the sentences contained any character-building values. Second, the researcher compared the sentences provided within the textbook with the indicators of character-building values based on the Ministry of National Education (2010). Next, the researcher interpreted the data. Last, the researcher summed up the character-building values and the techniques used in the textbook in quantitative output to show results in percentage and number.

## RESULTS AND DISCUSSION

### A. Results

Analysis revealed that there were 170 sentences from 15 chapters that contained character-building values, as portrayed in table 1. The result showed that friendly/communicative was the value with the highest occurrence with a percentage of 16% while tolerance value was the lowest with a percentage of 1%.

No	Character-Building Values	Frequency	Percentage
1	Religiosity	5	3%
2	Honesty	5	3%
3	Tolerance	1	1%
4	Discipline	7	4%
5	Hard work	17	10%
6	Creativity	7	4%
7	Independence	4	2%
8	Democracy	3	2%
9	Curiosity	7	4%
10	Sense of nationalism	9	5%
11	Patriotism	9	5%
12	Achievement Appreciation	16	9%
13	Friendly/communicative	27	16%
14	Love of Peace	9	5%
15	Reading Interests	5	3%
16	Environmental Awareness	6	4%
17	Social Awareness	21	12%
18	Responsibility	14	7%
<b>Total</b>		<b>170</b>	<b>100%</b>

Table 1. Character-Building Values in English textbook entitled "Bahasa Inggris" for grade X

Character-building values in the textbook were integrated through two kinds of techniques which were implicit (51%) and explicit (49%), as illustrated in table 2 below:

Techniques of Integrating Characters	Frequency	Percentage
Implicit	87	51%
Explicit	83	49%
<b>Total</b>	<b>170</b>	<b>100%</b>

Table 2. Techniques of Integrating Character-Building Values in English textbook entitled "Bahasa Inggris" for grade X

Religiosity value was found in 5 data (3%) from 4 chapters with explicit technique. The criteria of religiosity value involved words that referred to the feeling of the power of God and carried out the obligation of prayer.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Religiosity	Feeling the power of God	Do not refuse to life problems. Keep on looking for the best solutions. Our responsibility is to do our best, and leave the rest to God. (ch. 9, p.126)	√	
	Carrying out the obligation of prayer	Muslims perform prayers at least five times a day. (ch. 5, p. 76)	√	

Table 3. Analysis of Religiosity Value

Honesty value was available in 5 data (3%) from 4 chapters mostly with explicit technique. The criteria of honesty value were words that referred to expressing something involving feeling, admitting mistakes or deficiencies, and telling the truth about what had actually happened.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Honesty	Expressing something which is based on their feeling	I am not interested in baking cakes. I like knitting better. (ch. 7, p. 101)		√
	Admitting mistakes or defencencies that are owned	We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize - especially to the fans of JYJ. (ch. 6, p. 83)	√	
	Telling the truth about what has happened	Strong Wind's sister was suprised because the girl had told the truth. (ch. 14, p. 184)	√	
		Then Strong Wind's sister knew that the girl could see him. He had let her see him because she had told the truth. (ch. 14, p. 185)	√	

Table 4. Analysis of Honesty Value

One (1%) tolerance value was implicitly found from chapter 1, the criteria of which were words that referred to cooperating with any friend no matter where they came from.

Character-Building Values	Indicators	Data	Techniques	
			E	I

Tolerance	Cooperating with any friend no matter where they come from	I'd really love to come to Indonesia someday, especially to the magnificent Raja Ampat in Papua. (ch. 1, p.5)		√
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Table 5. Analysis of Tolerance Value

In discipline value, there were 7 data (4%) found from 6 chapters mostly with explicit technique. The criteria of discipline value involved words that referred to completing the task on time and obeying the rules.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Discipline	Completing the task on time	You: I am going to do my biology project at the library after school. Rina, are you going to do that today, too? Rina: Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together. (ch.3, p. 43)		√
	Obeying the rules	The election committee works following the rules and regulations established by the government. (ch. 6, p. 88)	√	

Table 6. Analysis of Discipline Value

Hard work value was represented in 17 data (10%) from 8 chapters with implicit technique, the criteria of which were words that referred to studying earnestly to achieve the goal and focusing on the task given.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Hard work	Studying earnestly to achieve the goal	My sister is a good student. Her campus gave her scholarship. (ch. 1, p. 12)		√
	Focusing on the tasks given	I will go to the capital to study and become a respectable person. Then I will come back. (ch. 12, p. 158)		√

Table 7. Analysis of Hard Work Value

In creativity value, there were 7 data (4%) found from 4 chapters with implicit technique. The criteria involved words that referred to creating something new and applying theories that were learned in social life.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Creativity	Creating something new.	Wright brothers got inspiration when their dad gave them a toy helicopter that flew with the help of rubber bands. They had been interested in the idea since then. Also, Orville had always liked to build kites, so, they experimented with making their own helicopters for a while. (ch. 7, p. 106)		√
	Applying theories that are being	He developed theories on thermodynamics. (ch. 10, p. 139)		√

	learned in social life			
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Table 8. Analysis of Creativity Value

Independence value was implicitly found in 4 data (2%) from 4 chapters. The criteria were words that referred to doing something by themselves.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Independence	Doing something by themselves	My father died a few years ago so my mother runs the house and the family business. (ch. 1, p. 4)		√

Table 9. Analysis of Independence Value

Democracy value was found in 3 data (2%) from 2 chapters with implicit technique, the criteria of which involved words that referred to willing to accept the opinions of others (open-minded).

Character-Building Values	Indicators	Data	Techniques	
			E	I
Democracy	open-minded (willing to accept opinions of others)	Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that the British would no ask Indonesian troops and militia to surrender their weapons. (ch. 9, p. 123)		√

Table 10. Analysis of Democracy Value

Curiosity value was implemented in 7 data (4%) from 4 chapters with implicit technique. The criteria of curiosity value involved words that referred to finding out more in-depth about something that was learned, seen, and heard.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Curiosity	finding out more in-depth about something that is learned, seen and heard	I like history very much; it helps me know more about how different countries existed in the past. (ch. 1, p. 5)		√

Table 11. Analysis of Curiosity Value

Nationalism value was found explicitly in 9 data (5%) from 4 chapters. The criteria were words that referred to celebrating National day and realizing the struggle to defend independence.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Nationalism	Celebrating National day	On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. (ch. 9, p. 123)	√	

	realizing that the struggle to defend the independence	The battle of Surabaya awakened Indonesia and the International people to support the Indonesian national revolution. (ch. 9, p. 125)	√	
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Table 12. Analysis of Nationalism Value

For patriotism value, there were 9 data (5%) found from 4 chapters with explicit technique, the criteria of which involved words that referred to feeling amazed by Indonesia's geography.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Patriotism	Feeling amazed by Indonesia's geographic	Alia: I like scuba diving. So if someday you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. (ch. 1, p. 9)		√

Table 13. Analysis of Patriotism Value

Achievement appreciation was explicitly found in 16 data (9%) from 7 chapters. The criteria involved words that referred to giving the award for the work of someone.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Achievement Appreciation	Giving award for the work of someone	Samuel: Alif, congratulations. You deserved it, Man. Alif: Thank you very much. This is because you always help me. (ch. 2, p. 23)	√	

Table 14. Analysis of Achievement Appreciation Value

For friendly/communicative value, there were 27 data (16%) found from 9 chapters, comprising explicit and implicit technique. The criteria of friendly/communicative value were words that referred to talking with friends, being an active participant, working together in groups, and giving and listening to opinions in the discussion.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Friendly/Communicative	Talking with friends	Ben: Hi, Andi, I heard you won the Speech Contest last month. Congratulations! You deserved it, Man!. Rudi: Fantastic! It's a great job, bro!. Andi: Oh, thanks. (ch. 2, p. 28)	√	
	Being an active participant	He smiled and waved to all Afganism who had been waiting excitedly saying, "Good Morning. How are you all?". The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name. Then, he started the event by singing his hit single "Dia Dia Dia". Afganism went even crazier; they sang along with him throughout the song. (ch. 8, p. 111)		√
	Working together in groups	The Dutch Army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. (ch. 11, p. 146)		√

	Giving and listening to opinions in discussion	"There is a fine palace over there. I shall ask them at once". At long last Issumboshi arrived at the palace. "Excuse me, but I want to meet the feudal lord". The lord came to the door, "What? Who's there?" "Here I am, at your feet" "Oh. How small! Why do you want to meet me?" "Please let me be your retainer" "I wonder if your very small body can do anything" "I'll stay in your pocket and guard you from all harm" (ch. 12, p 157)	√	
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Table 15. Analysis of Friendly/Communicative Value

The value of love of peace was found explicitly in 9 data (5%) from 3 chapters, with criteria of words that referred to trying to strengthen friendship.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Love of Peace	Trying to strengthen friendship	Rahmi: Hey, what a beautiful skirt you are wearing. It matches your blouse. Sinta: Thanks a lot. My sister bought it for me last month (ch. 2, p. 32)	√	

Table 16. Analysis of Love of Peace Value

5 data (3%) of reading interest value were found explicitly from 1 chapter. The criteria involved words that referred to reading books.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Reading Interest	Reading Books	Saidah has many favorite writers and books. She frequently saves her pocket money to buy bestseller books. She is really into reading. (ch. 1, p. 9)	√	

Table 17. Analysis of Reading Interest Value

Social awareness was found in 21 data (12%) from 9 chapters with explicit technique. The criteria of social awareness value were words that referred to helping someone who were in need of help.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Social Awareness	Helping someone who requires help	Lyla is my best friend, she is always there for me when I need a helping hand. (ch. 15, p. 199)	√	

Table 18. Analysis of Social Awareness Value

In environmental awareness value, there were 6 data (4%) found explicitly from 4 chapters. The criteria involved words that referred to carrying out various environmental damage prevention activities.

Character-Building Values	Indicators	Data	Techniques	
			E	I

Environmental Awareness	Carrying out various environmental damage prevention activities.	Cristiano Ronaldo came to Bali to campaign for the preservation of the environment. (ch. 5, p. 75)	√	
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Table 19. Analysis of Environmental Awareness Value

Finally, 12 data (7%) of responsibility value were found from 9 chapters with implicit technique. The criteria were words that referred to taking risks or consequences of all his actions.

Character-Building Values	Indicators	Data	Techniques	
			E	I
Responsibility	Taking risks or consequences of all his actions	My father died a few years ago so my mother runs the house and the family business. (ch. 1, p. 4)		√

Table 20. Analysis of Responsibility Value

### B. Discussion

Reflecting the 18 values of character education within the textbook helps identify what to expect from the students to produce the way of thinking, attitude, and action that indicates to Pancasila, culture, and society even in small communities such as friends, neighbors, school, and family (Puskurbuk, 2010). Doing so can also help implement character education in the school and the classroom transparently, objectively, honestly, and continually (Panduan Pelaksanaan Pendidikan Karakter, 2017). And this textbook had contained all the required character-building values.

The results showed that friendly/communicative value (16%) which refers to actions that demonstrate a sense of love to talk, hang out, and work with others (the Ministry of National Education, 2010) was the value with the highest occurrence. Elfindri (2012) states that a friendly/communicative character showed someone's ability to convey his ideas or thoughts to others. This character becomes important in social life because people who have a friendly/communicative character are usually able to listen to what people say and respond in the right way. They can also easily adapt to their environment. It implies that the authors of the textbook wanted to improve the student's friendly/communicative value to enable the students create harmonious vibes among the members of the society.

On the other hand, the value with the lowest number of occurrences was the tolerance value (1%). Tolerance value refers to the attitude to accept various views and positions even though they do not agree with them (Bahari, 2010). In fact, according to Amir Santoso (Professor of FISIP UI, Rector of the Jayabaya University, as cited in Hamidah, 2015), conflicts in the society were caused by, among others, low tolerance between individuals and between groups, especially when a person or group is more concerned with his/her ego and doesn't want to understand the feelings and interests of others. Students must be aware of the importance of the value of tolerance in daily life application to respect others and to avoid conflicts (Tilaar, 1999). Therefore, the authors should add more tolerance value in the textbook so that the students have an attitude of respect, acknowledgment, understanding, and openness to opinions, differences, beliefs of others, and contradictive views.

The results were quite different from the previous study conducted by Istandy in 2019 which aimed to analyze the character education values represented in an English textbook entitled Pathway to English for Senior High School Grade XI General Programme. 17 characters were found. Reading interest character was the most dominant character found in the textbook while the least dominant were discipline, patriotism, appreciation of achievement, and environmental awareness. The character which was not available in the list in the textbook was democracy. Another previous study conducted by Syahbana (2017) which aimed to analyze the coursebook Kreatif (Kreasi Belajar Siswa Aktif) for the tenth grade, published by Viva Pakarindo revealed different results. The coursebook included thirteen values in the reading texts. They are honesty, discipline, independence, curiosity, tolerance, nationalism, patriotism, achievement appreciation, friendly/communicative. Such values as religiosity, creativity, democracy, environmental care, and love to read, were not included.

Furthermore, the implicit integration strategy was more prominent in the textbook with a percentage of 51%. In Istandy's study (2019) of the techniques of combining characters, 38% showed implicit technique and 28% showed explicit one. This is in line with the growth of the force of rationality and the power of reasoning of the students who can think abstractly. The author seemed to pay attention to the cognitive and emotional dimensions of the students who, at their age, were able to think objectively and appreciate the significance of the word.

To sum up, the differences between the previous research and this present research are the textbook used by the researcher and the results. In this present study, the researcher used the 2013 curriculum textbook entitled *Bahasa Inggris* that had integrated character-building values. The results of the previous research and this present study were also somewhat distinct considering the differences in the character-building values that appeared in each textbook. However, they showed that character education can occur in learning materials in textbooks, as highlighted by Rokhman et.al. (2014). Whatever books chosen to use in the class should undergo analysis to fit the students' needs.

### CONCLUSION AND RECOMMENDATION

Based on the analysis result of character-building value in the textbook entitled *Bahasa Inggris* for grade X, some points can be concluded. It can be reported that there were eighteen character-building values presented in this textbook covering religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, friendly/communicative, love of peace, reading interest, environmental awareness, social awareness, and responsibility. Friendly/communicative value became the most dominant while tolerance value was the least among others.

Furthermore, two techniques for integrating characters in the textbook were found, namely explicit and implicit techniques. The most used technique was implicit technique with a percentage of 53% while the least was explicit technique with a percentage of 47%. This is in line with the development of reasoning abilities and thinking abilities of senior high school students who can think abstractly. At this point, students should think logically and consider the consequences. In addition, students can also critically solve problems by exploring multiple problems. This indicated that the writers were concerned about the cognitive and affective aspects of students (Istandy, 2019).

From the result, it can be concluded that this English textbook is appropriate as the teaching materials to develop character-building values to students because this textbook contains eighteen character-building values suggested by the 2013 curriculum. Thus, the students as the users can develop not only their cognitive aspect and language competence but also positive character.

Last but not least, due to the study limitation, further research is encouraged to enrich the evidence of the integration of character building in the teaching and learning process.

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