

Character Education Values in Bahasa Inggris SMA/SMK for Grade Tenth of Senior High School Students

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Abstract : The purpose of this research was to analyze how textbook “Bahasa Inggris SMA/SMK” integrated characters education values into each reading text. This study was qualitative in nature focusing on content analysis. The result of this study found that among the 18 character values recommended in the curriculum, there were 14 values released in the textbook including religiosity, honesty, tolerance, discipline, hard work, creativity, curiosity, nationalism, patriotism, appreciation, friendliness/communication, love of peace, social awareness, and responsibility. From those eighteen characters, hard work is the most dominant with the percentage of 17.7%. Meanwhile, environmental awareness, independent, democracy, and reading interest characters were not presented. Furthermore, Fifty-eight point eight percent of the materials were explicitly integrated with the character while others were integrated implicitly. The result showed that the author seemed to make it easy for the students to comprehend the character values in the texts or sentences.

Keyword: analysis, character, education, value, textbook.

INTRODUCTION

The globalization that is happening nowadays might bring Indonesian society to neglect education of our national character. In fact, there are several cases that were done by the teenagers or students such as crime, violence, married by accident, bullying, gangster, drugs, free sex, etc (Sari, 2013). Therefore, Indonesian society have to think the implementation of values, attitudes and character in education. Good character can create a better society, it is important to be embedded in every person. The character can be embedded in the family, society, and school. A school is a place where persons can form their character. A school is a place where persons can form their

character. According to Furkan (2013:82), education in schools has a big contribution in forming a person’s character through the learning process and habit-forming processes in students. Hence, the government feels the need to embed character through learning activities in the school.

In teaching and learning process, a teacher does not only deliver knowledge but also character education values to the students. According to Hadi (2015:54), character education is a type of education that aims to nurture a child’s behavior and personality through moral and ethical education. Based on those statements, it can be said that character education is a system which is needed to create good

model for the students' behavior in education. In teaching and learning activity, character education is a good way to build the students' attitude.

Character education is a program that has become the main feature of the 2013 Curriculum which has been socialized by the government since 2010. The Ministry of National Education has established the basis of character education that rooted in 18 values of cultural education and national character. Those 18 characters are described to constitute Religiousness, Honesty, Tolerance, Discipline, Perseverance, Creativity, Independence, Democracy, Curiosity, Nationalism, Patriotism, Appreciation, Friendliness/ communication, Love of Peace, Reading Interest, Environmental Awareness, Social Awareness, and Responsibility.

In this particular study, the researcher was interested in analyzing character education values in the English textbook for Senior High Schools This study focused on reading texts in English textbook entitled "Bahasa Inggris SMA/SMK" for the Tenth Grade Semester 2 because the English textbook is officially textbook of curriculum 2013 which is provided by Education Ministry in both the materials and the exercises. The reason of focusing on reading texts was that reading texts is an effective medium to embody character education and has much information. Finally, the aim of this research was to analyze how character

education values integrated with the reading text in the textbook "Bahasa Inggris SMA/SMK". Based on the phenomenon above, the problem was formulated as: What were the character education values represented in the English textbook "Bahasa Inggris SMA/SMK" for the Tenth Grade Semester 2? and How did the English textbook "Bahasa Inggris SMA/SMK" for the Tenth Grade Semester 2 integrate character education values into each reading text?

Character education is a term in educational system under curriculum 2013. It is a program to teach not only knowledge but also good attitude to students. According to Hadi (2015:12), character education is a type of education that aims to nurture a child's behavior and personality through moral and ethical education. Based on those statements, it can be said that character education is a system which is needed to create good model for the students' behavior in education. In teaching and learning activity, character education is a good way to build the students' attitude.

The Ministry of National Education 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 character educations are described by Kemendiknas (2010) in Abidin (2013) in the following table:

Table 1. Description of Character Education

CHARACTERS	DESCRIPTIONS
Religiosity	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions.
Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment.
Tolerance	Attitudes and actions that respect the

	differences of religions, races, ethnicities, opinions, attitudes, and actions of others who are different from themselves.
Discipline	Action indicating orderly and obedient behavior on various rules and regulations
Hardworking	Behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.
Creativity	Thinking and doing something to generate new method or result of something that has been Owned
Independent	Attitudes and doing something to generate new method or result of something that has been owned.
Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others
Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group
Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of achievement of the language, environmental, physical, social, cultural, economic and political nation.
Appreciation of achievement	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success
Friendliness/ communication	Actions showed pleasure in speaking, associate and cooperate with others
Love of Peace	Attitudes, words, and actions that make other people feel happy and safe over the presence of Him
Reading Interest	Habits to take time to read the various readings that give him the benefit
Environmental Awareness	Attitudes and actions which seeks to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred
Social Awareness	Attitudes and actions that always want to help other people and communities in need

Responsibility	Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.
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METHOD

The study was qualitative research. The purpose of this study was to analyze the (1) characters education values and (2) the techniques of integrating characters education values in reading text of an English textbook entitled “Bahasa Inggris SMA/SMK” for the Tenth Grade Semester 2. The researcher analyzed the content of reading texts in English textbook “Bahasa Inggris SMA/SMK” for the Tenth Grade Semester 2 by using the values of character education provided by Education Ministry (2010). Reading texts were chosen because they had much information for the learners. The reason of applying this research was that the book was being used by schools which apply curriculum 2013. The material of the book is expected to involve the values of character education, especially in reading texts.

Data analysis method deals with the procedure of analyzing the object of the research. In this research, the researcher conducted content analysis method. This type of analysis answers the meaning or the characteristics of the reflected material which consists of written or visual documents (Ary, et al., 2010:452). The present study analyzed the textbook which covers the sentences, paragraph, and the whole text in each reading texts. Content analysis has some goals in educational research, one of them is to discover the relative importance, or interest in, or certain topics. It is suitable with the researcher’s intention to know the material in the textbook with the recent issue in education, that is, character education values. The researcher does not need to enlist the cooperation of subjects or get permission to do the study. Soniawan (2012:4) also adds that content analysis has benefit; the interpretation can be well

understood and the findings could be well informed to the readers. Besides, the researcher collaborated with an English teacher in analyzing the reading texts to make the analysis in this study more objective, valid, and reliable. By conducting those ways, it is expected to give more objective and informative result related to the analysis of English textbook.

In this research, the data were analyzed through some steps based on Ary (2010):

1. Organizing and Familiarizing.

The first stage in analyzing qualitative data involves familiarization and organizations that the data can be easily retrieved. The researcher must be immersed in the data. In the first step, researcher organizes the data based on each chapter (from chapter 1 until 8) become familiar with the data and put into a form ready for analysis.

2. Coding and Reducting.

After familiarizing the data and organizing them for easy retrieval, researcher can begin the coding and reducing process. This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. In this step researcher codes and reduces the data based on character education values table. out the character values based on Education Ministry in reading texts of English textbook by classifying the values into the table.

3. Interpreting and representing.

Interpreting involves reflecting about the words and acts of the study participants and abstracting important understandings from them. Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible

explanations. The last step, researcher gives explanation, interpretation and description related with the data.

Data were classified in an accordance with score levels. The criteria below was used by Prismarani (2014:2) to analyze the quality of the textbook which covers the character education values :

Very high : 81%-100% (15-18 values represented in the textbook)

High : 61%-80% (11-14 values represented in the textbook)

Quite high : 41%-60% (8-12 values represented in the textbook)

Less high : 21%-40% (4-7 values represented in the textbook)

Very low : 0%-20% (0-3 values represented in the textbook)

To make this research reliable, valid, and useful, the researcher applied data trustworthiness by conducting a triangulation. The trustworthiness in qualitative research can be gained by conforming 4 criteria namely credibility, transferability, dependability, and conformability (Hoepfl in Setiyadi, 2006: 224- 228). However, this research only used three of them excluding transferability.

1. Credibility

Credibility in qualitative research depends on the consistency of the data collected so that the conclusions drawn based on these data can be more than justified. In qualitative research, it is done by means of triangulation.

Cohen and Manion (1980) in Setiyadi (2006: 246-247) write that triangulation divides into several types, namely triangulation of time, place, theory, method, researcher, and methodology. This research used triangulation of researchers. The researcher had produced a relatively higher level of confidence by involving several people.

Source and theories were used as the triangulation technique in this research. The source was the English textbook entitled Contextual English for *Bahasa Inggris SMA/SMK Kelas X semester 2*. Meanwhile, theories of character, character education, and textbooks were referred in this research.

2. Dependability

The credibility of the findings in a qualitative study will never exist without the consistency of the data. When the credibility of aspect has been fulfilled, the consistency aspect of the data itself is not questioned anymore.

The selected texts were read and re-read again to examine them in certainty and stability to achieve consistency. The texts should be coherent with the research questions. Thus, the process of collecting and analyzing them were examined by matching the research questions with the results of the data collection.

3. Conformability

In a study, one can maintain a balance in reporting research results without compromising the objectivity of research results. There is an opinion that is not always true in which qualitative research is considered more subjective because it relies on personal interpretation of the researcher. Interpretation by the researcher was actually not only unsupported by the data interpretation; interpretation made by the researcher of course taking into account the completeness of the data so that the conclusions drawn can describe actual facts.

FINDING

1. Character Education Values in English Textbook entitled “Bahasa Inggris SMA/SMK” for the Tenth Grade Semester 2.

In this textbook, there were only 8 reading texts (from chapter 10 until 17)

and the calculation of character education are recapitulated as follows:

Table 2 The Data Findings of Character Education Values in “Bahasa Inggris SMA/SMK” for the Tenth Grade Semester 2.

No	Character Education Values	Frequency	Percentage
1	Religiosity	2	6
2	Honesty	1	2.9
3	Tolerance	1	2.9
4	Discipline	2	6
5	Hard work	6	17.7
6	Creativity	3	8.8
7	Independent	0	0
8	Democracy	0	0
9	Curiosity	3	8.8
10	Nationalism	1	2.9
11	Patriotism	1	2.9
12	Appreciation	3	8.8
13	Friendliness/ communication	3	8.8
14	Love of Peace	1	2.9
15	Reading Interest	0	0
16	Environmental Awareness	0	0
17	Social Awareness	3	8.8
18	Responsibility	4	11.8
Total		34	100

Based on the table above, from 18 character education values, the researcher found 14 character education values represented in this textbook. Then as in table above, we can see hard work is the highest rate meanwhile environmental awareness, independent, democracy, and reading interest are the smallest rate values.

The findings also showed the quality of the textbook which is considered as the guideline for the English teachers. The textbook is categorized high or 77,8% of the textbook contains character education values. This result means that the textbook is recommended for the English teacher and it is a suitable source for learning English to be used as the material and guidance for the

tenth grade students of Senior High School, especially the reading materials.

2. Integration of Character Education Values

The characters can be integrated into the theme of the text or the content contained within the text. As a whole, the integration of characters in the textbook “Bahasa Inggris SMA/SMK” for the Tenth Grade Semester 2 is seen more in the content of the text; it can be seen in the appendix.

The technique of delivering characters in English Textbook is integrated through two kinds of techniques which are implicitly and explicitly. By analyzing each text,

techniques of integrating characters were presented in Table 3 as follows

Table 3 **Techniques of Integrating Characters in English Textbook entitled “Bahasa Inggris SMA/SMK” for the Tenth Grade Semester 2.**

Techniques of Integrating Characters	Frequency	Percentage
Explicitly	20	58,8%
Implicitly	14	41,2%
Total	34	100%

The table above showed that characters in the texts of English Textbook entitled “Bahasa Inggris SMA/SMK” for the Tenth Grade Semester 2 were mostly delivered explicitly. The researcher to describe how the character education values integrated in the texts or sentences as following below:

a. Explicitly

One of example that showed explicitly is curiosity. The sentences stated below:

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him.

(C10/P3)

Based on sentence above, the sentence shows explicitly curiosity character. The way of the writer’s expression when she wanted to meet Afgan so much indicated that she was curious of how Afgan was. Curious is attitude and action that generally seek to discover more about what one learns, observes, and listens.

The example of religiosity character also found in the following sentence below:

This child must be a gift from God. Thanks to God!

(C14/P49)

The statement above was clearly about feeling thankful, it was one of religious teaching and the character in the story said it to show his happiness.

Another character that is integrated explicitly is hard work. Hard work can be found in the sentence stated below:

Habibie’s government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto’s presidency.

(C12/27)

From sentence above, it was clearly shown that Habibie worked hard for the stabilization of the government.

Another example also can be found in nationalism character, the sentence can be seen below:

She led guerilla actions against the Dutch for 25 years.

(C13/P37)

It is stated that explicitly that Dhien was faithful to assist her community. She placed national interests higher than personal. It indicates she is a nationalist.

b. Implicitly

The example of religiosity character that shown implicitly can be found below:

Points to Ponder: how should children behave to parents?

(C15/P65)

The question indirectly showed the religiosity value, From this question, the students were expected to answer good things, like helping the parents and obeying the rule given by the parents as well as not being

arrogant to them because they have kept us from the beginning of our life. It indicated that the author wanted the students to have religious character to parents. Creativity value also found with implicit meaning stated below:

Imagine that you had lived in Cut Nyak Dhien's era. What would you have done? Why?

(C13/P40)

This instruction asked the students to reflect themselves. The creativity value was integrated implicitly

Another implicit character was social awareness sated below:

Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese.

(C13P38)

Sentence above was a strategy of Teuku Umar to betray the Dutch. He became a commander with many troops but the supplies were for Acehnese. He wanted to help them to fight the Dutch. This was "Socially awareness" value.

DISCUSSION

Based on the findings above the researcher found 14, those characters are religiosity, honesty, tolerance, discipline, hard work, creativity, curiosity, nationalism, patriotism, appreciation, friendliness/ communication, love of peace, social awareness, and responsibility. From those eighteen characters, hard work character is the most dominant with the percentage of 17,7%. Meanwhile, environmental awareness, independent, democracy, and reading interest characters stand in the lowest position with 0%.

Ministry of National Education (2010, p.9) explained there are 18 character education that should be integrated based on curriculum 2013, the characters are Religiosity, 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.

Study in analyzing characters in textbooks has also been conducted by some researcher. Syahbana (2017) conducted a research by analyzing course book; Kreatif (Kreasi Belajar Siswa Aktif) for the tenth grade and the publisher is Viva Pakarindo. Based on his research, the course book showed that 13 values were inserted in the reading texts. They are honesty, tolerance, discipline, independent, curiosity, nationalism, patriotic, respect of achievement, friendly/communicative, responsibility, social care, hardworking, and peace loving. The values which are not inserted are religious, creative, democratic, environmental care, and love to read. His research showed that not all values were inserted in the texts with the percentage 72,3% and it is categorized high. Syahbana showed the result of his analyzing in some ways; by providing of the examples of the values inserted and by showing the place of the values in the texts (monologue and functional texts).

In short, the author of the book should be includes all character values to help students to learn not only knowledge but also educational character for them. Not only that, it can be support the curriculum Indonesia in implemented moral students.

According to Zuchdi (2008) characters can be integrated directly or indirectly. Thus, the techniques of integrating character education are categorized into two forms, namely the explicitly (direct) technique and implicitly (indirect) technique. The explicitly

integrating technique aims to make learners more easily understand characters contained in the texts of English textbook, while implicitly integrating technique aims to train learners' logical reason and imagination in order to find and understand the messages in of the characters contained in the texts of English textbook.

According to the Ministry of National Education (2013), 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, 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 implemented technique of characters was explicitly more dominant in the texts or sentences of this book. It found that the texts were integrated implicitly with 41,2%

and mostly by explicitly technique with 58,8%.

The study was also conducted by Salsabila (2018) entitled *Character Education Values in English Textbook Entitled "Forward an English" For the Tenth Grade of Vocational High School*. The finding showed that technique of delivering characters in English textbook entitled "Forward an English" was both explicit and implicit. As a whole, the form of the delivering characters explicitly is 19 sentences while implicitly is 10 sentences. These result showed that the authors seemed make it easy students in comprehension the character values in the reading texts of English textbook.

CONCLUSION

Related to the purpose of this research, characters that are represented in the reading text of English textbook entitled "Bahasa Inggris SMA/SMK" for the Tenth Grade Semester 2 cover 14 characters. From those characters hard work is the highest rate meanwhile environmental awareness, independent, democracy, and reading interest are the smallest rate values.

Furthermore, this research also found that the techniques of integrating characters in the reading texts of English Textbook entitled "Bahasa Inggris SMA/SMK" for the Tenth Grade Semester 2. The characters that were integrated in the texts or sentences consist of two techniques, namely explicit and implicit. The integrated technique of characters explicitly is more dominant in the texts or sentences of this book.

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