

CHAPTER I

INTRODUCTION

A. Background of the Study

Character education is not a new concept in the Indonesian education system; it has long been an important part of the national educational purpose, albeit with varied focus and terminology.¹ Curriculum is one of the most significant aspects of the national education mission. It is utilized as a guidance in the learning process to accomplish a defined educational goal.² The curriculum is a manifestation of the mandate of the 1945 Constitution with the enactment of Law No. 20 of 2003 on the National Education System, and it is one element that can make a significant contribution to the process of developing the qualitative potential of Indonesian students. It has been altered multiple times by the Indonesian government. Initially, the curriculum 1947 was adopted in Indonesian schools beginning in 1947.³ Furthermore, the 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum (Competency-based curriculum/KBK), Education Unit Level Curriculum.

¹ M. Murtako, Culture-Based Character Education In Modernity Era.. TA'DIB,. Lubuklinggau, Indonesia, (2015).

² Jazadi.I, Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *Jurnal Sosiohumanika*, (2015), 8 (2).

³ Abdullah, A, Kurikulum di Indonesia Sepanjang Sejarah. *Jurnal Pendidikan dan Kebudayaan*, No 066. Tahun ke-13, (2007).

(KTSP), and the last one is Curriculum 2013, which focuses on teaching Character.⁴

Muhammad Nuh, the Minister of Education and Culture, initiated character education, which was followed by a curriculum modification, notably the 2013 curriculum. That is to highlight character education with the addresses issue of a strong indication of the nation's loss of character values, such as: honesty, politeness, unity,⁵ and also to highlight knowledge and skills explains that national education creates the educating people, improves the skills available to students, creates a better character, believes in the almighty God, and creates a good, safe, professional, imaginative, democratic, and responsible man. According to the Ministerial Decree of the Ministry of Education and Culture 81/A 2013, the curriculum is organized in accordance with the level of education with the character education: increased faith and piety, increased sexual mastery, increased potency, intelligence, and interest in learners, development science, technology, and the arts, religion, the dynamics of global developments, national unity, and nationality values. According to Article 1, education is a planned thing in the process of teaching and learning to develop the potential of learners in religious-spiritual, self-control, personality, intelligence, noble characteristics, and the skill he possesses helpful to her own, public, nation, and country (Ministry of Education, 2003).

⁴ Abdullah, A.

⁵ Nova. M, Character Education In Indonesian Efl Classroom: Implementation And Obstacles. *Jurnal Pendidikan Karakter, Tahun VII, Nomor 2*, (2017).

Character decay among young people in the present day is becoming a common occurrence. According to Lickona and Davidson (2005), some youth issues include wildness and hooliganism, stealing, fraud, disregard for authority, peer cruelty, bigotry, bad language, sexual precariousness and violence, growing self-centeredness and decreasing civic responsibility, and self-destructive behavior in cases of juvenile delinquency.⁶ In the context of Indonesia, there are various instances of incidents that frequently arise owing to a lack of character education.

To avoid repeating the same mistakes, it is critical to prioritize character education in educational institutions as soon as possible, because the goal of character education is to develop individuals with the proper and excellent attitude. Character development assists students in developing excellent character and becoming a productive person in the classroom, community, and workplace.⁷ It always builds excellent habits through engaging in activities with good intention,⁸ and it may teach the habit of thinking and acting in control of one's own life, as well as working with family, society, and the state.⁹ It implies that education is critical for increasing the potential of learners. Teachers play

⁶ Lickona, T., & Davidson, M, Smart and good high schools: Integrating excellence and ethics for success in school, work, and beyond. Cortland, NY: Center for the 4th and 5th Rs (Respect and Responsibility). Washington, D.C.: Character Education Partnership, (2005).

⁷ Almerico, G. M, Building Character through Literacy with Children's Literature. *Research in Higher Education Journal*, 26(1).pdf, 2014.

⁸ Nova. M, Character Education In Indonesian Efl Classroom: Implementation And Obstacles. *Jurnal Pendidikan Karakter, Tahun VII, Nomor 2*, (2017) p.143.

⁹ Jazadi, I, Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *Jurnal Pendidikan Sains Sosial dan Kemanusiaan*, (2015), 8(2).

an important part in character development implementation¹⁰ by teaching moral principles to satisfy the demands of everyday life in the classroom. Teachers generate and influence community perceptions.¹¹ Teachers, as the primary educational professionals, can generate ideas and create Learning Program Plans (RPP) that are used in teaching and learning activities. As a result, the educational material that students acquire must continue to grow not just in the form of great national successes in the past, but also in the shape of great national achievements in the present and in the future. There are several new discoveries in science, technology, culture, economy, social, and politics that society, country, and mankind are confronted with, which are packaged as educational content.

In order to promote the execution of the curriculum, the government offers student and teacher textbooks guidelines by supplying books for each student and instructor for the learning process. The attendance of the textbook as a medium of teaching-learning is one thing that is vital in the teaching learning process. In general, the textbook is based on the scripted curriculum. A textbook is very significant in the learning process, especially in school, where an official textbook is required as the main reference.¹² Textbooks are an essential component of every educational system. They help to define the

¹⁰ Nova. M, Character Education In Indonesian Efl Classroom: Implementation And Obstacles. *Jurnal Pendidikan Karakter, Tahun VII, Nomor*, (2017), 2. (2).

¹¹ Narvaez, D., & Lapsley. D. K. *Teaching Moral Character: Two Strategies for Teacher Education. Center for Ethical Education*. University of Notre Dame.

¹² Jazadi, I, Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *Jurnal Pendidikan Sains Sosial dan Kemanusiaan*, (2015), (2).2.

curriculum and can either considerably benefit or hinder the teacher. It is also an important aspect of the learning process for educators to engage students with topics that will effect them, and it is also included in the teaching materials used as a learning resource for students to expand their knowledge and as a teacher's guide in the classroom.¹³ The textbook is written material that considerably aids in the learning process.¹⁴ According to Article 1 No. 23 of Government Regulation No. 32 of 2013 on national education standards, textbooks are the primary source of learning in the curriculum for achieving fundamental and basic abilities. A textbook should have the values and knowledge of the characteristics that relate to the students as a learning resource. Unfortunately, books continue to be scarce and fall short of the government's stated goal of education and official objectives.¹⁵ According to the Department of Education (2010), several textbooks adhere to the National Education Standards Agency's positive standards (BSNP).

In fact, instructional materials or textbooks are still found to lack proper integration of positive values.¹⁶ Some examples of research done by researchers: first, a study by Mardikarini and Suwardjo (2016) found that, despite the fact that it should contain the eighteen characters stated in the 2013

¹³ Harmer, J, *How To Teach English*. London and New York : Longman Inc, 2007.

¹⁴ Yulianti, R, *Content Analysis on the English E-book "Developing English Competencies for Senior High School (SMA/MA) Grade X"*. Unpublished Thesis. Malang: Faculty of Letters State University of Malang, 2011.

¹⁵ Jazadi, I, *Understanding and Reflection of Issues in Language Education Research*. Retrieved from <http://journal.uinjkt.ac.id/index.php/ijee/issue/view/219>, (2014).

¹⁶ Winarni, S, *Integrasi Pendidikan Karakter Dalam Perkuliahan*. *Jurnal Pendidikan Karakter*, (2013) 95-107.

curriculum, the first-grade student's English textbook did not fully contain characters as expected by the government.¹⁷ This study discovered that there are no characters in the textbook for pupils, but there is honesty and accountability. Second, a study conducted by Permana (2018) revealed that character values related to god (0, 75 percent) had the lowest percentage occurrence, followed by character values related to nation (1,42 percent), environment (8,30 percent), followed by character values related to others (32, 83 percent), and self-gained a very large majority percentage (56,69 percent). The instructors, on the other hand, stated that they were unaware of the 18 proposed character principles, but they did not seek them out and incorporate them into the classroom's character education since they were more concerned with teaching a language as EFL teachers.¹⁸ Therefore, each textbook that will be used must go through extensive testing to establish if it is appropriate for educational objectives in terms of meeting the requirements and values of teaching, instructor syllabus, and other important factors.¹⁹

As a result, any textbook that will be used must undergo comprehensive testing to see if it is acceptable for educational objectives in terms of satisfying the standards and values of teaching, instructor syllabus, and other critical

¹⁷ Mardikarini, S., & Suwardjo, *Analisis Muatan Nilai-Nilai Karakter Pada Buku Text Kurikulum 2013 Pegangan Guru Dan Pegangan Siswa* (Unpublished Magister's Thesis). Yogyakarta state University, Yogyakarta, Indonesia. Retrieved from [Http://www.uny.Repository.ac.id](http://www.uny.Repository.ac.id), (2016).

¹⁸ Permana, D,R, *Content Analysis of Character Education in Junior High School Textbook Of 2013 Curriculum*. Sriwijaya University, Palembang, (2018).

¹⁹ Rynanta, R.A.C., & Ruslan, S. *Content Analysis on the English Textbook Entitled ;English In Mind Starter (Student's Book)*. State University of Malang.(P.1).

variables. The quality of the learning textbook, one of which is topic of English learning, determines learning success. The English language has an important role in the intellectual, social, and emotional development of kids and contributes to their academic achievement (Ministry of Education), Language is a sign of human existence. The language may reveal a person's demands, background education, customs, and even regions, nations, or origin. It has also been suggested that language structure can impact the way a person thinks and, as a result, his conduct.²⁰ To achieve the determined goals and targets, teaching English must begin in seventh grade, because seventh grade is a transition period for students between children and adults, between eleven to twelve and sixteen to seventeen years of age, or also known as early adolescence²¹, and an important time for someone who is experiencing significant change in his life, not only physical, but also psychological, social, behavioral, cognitive, and mental.²² This is why education is essential for pro-social growth and positive youth development (Berkowitz, 2006).²³

For this reason, this research must be conducted by a researcher in order to acquire information on Character Values in the English Textbook for Seventh Grade Students Entitled **English Way** by Mulyono and **English On Sky** by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M.

²⁰ Pantu, A., & Luneto, B, Pendidikan Karakter dan Bahasa. *Institut Agama Islam Sultan Amai Gorontalo. Volume. 14 Nomor 1.* (2014), (P.155-156).

²¹ Sarwono,S, *Psikologi Remaja*. Jakarta: PT. Rajagrafindo Persada, (2011).

²² Herlina, Mengatasi Masalah Anak dan Remaja melalui Buku. *pustakan cendikia Utama, Bandung*, (2013).

²³ Herlina.

B. Identification of the Problem

The writer determines the problem statement as follows based on the study background:

1. A lack of character values among pupils.
2. The textbooks do not contain all of the characters that the government expects.
3. The textbook does not meet the national education curriculum requirements or the 2013 curriculum.

C. Research Questions

Several significant challenges exist in the study based on the concerns listed above **English Way** by Mulyono and **English On Sky** by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M. , How is Character Values in English Textbook for Seventh Grade Students?

D. Research Objectives

Based on the considerations outlined above, the study faces many important challenges: **English Way** by Mulyono and **English On Sky** by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M, How Do an English Textbook for Seventh Grade Students are Usefull ?

E. Significance of the Study

According to the preceding description, the study's findings are as follows:

a. For the Government

This study is anticipated to assist the government in developing students with excellent character in line with the objectives of national education, particularly in the English textbook for Seventh Grade Students titled **English Way** by Mulyono and **English On Sky** by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M.

b. For the Students,

This study targets and gives information for EFL Practitioners to be able to develop character education for EFL students to not only focus on language but also pay attention to the character of Education.

c. For EFL (English as a foreign Language) practitioners and instructors,

This study can aid English teachers in teaching character education by knowing the distribution of character values in books, as well as providing references and feedback to be more selective when picking books.

d. For Textbook Writers,

This research also provides benefits and information for textbook writers to be more selective and careful when writing books to enhance positive values and the absence of negative elements that affect readers, particularly students, and can instill character values accordingly with the goal of national education.