



NATIONAL EDUCATIONAL CHARACTERS ON ENGLISH HAND BOOK USED BY ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS

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Abstract

This research aims to analyze the English textbooks used by teachers in the learning and teaching process and to determine the suitability of the character education values in English textbooks with the character education values set in the 2013 curriculum. The English text used is 12 values of character education out of 18 total values of character education in the 2013 curriculum. The research design used is descriptive qualitative research method because the data collected is in the form of words and does not use numbers. The researcher chose this method because the data obtained were descriptive data, then analyzed and described in the form of words and language. Descriptive qualitative is a research method that utilizes qualitative data and is described descriptively. The results showed that the value of character education in English textbooks used by teachers in the teaching and learning process did not fully contain the value of character education in the 2013 curriculum. There were only 12 values of character education from 18 values of character education based on the 2013 curriculum in the English textbook. Which means that there are 6 values of character education based on the 2013 curriculum that are not contained in the English textbook. As a conclusion, the suitability between the values of character education in English textbooks and character education in the 2013 curriculum is not fully appropriate.

Keywords: the value of character education, curriculum 2013

Abstrak

Penelitian ini bertujuan untuk menganalisis buku teks bahasa Inggris yang digunakan oleh guru dalam proses belajar mengajar dan untuk mengetahui kesesuaian nilai-nilai pendidikan karakter dalam buku teks bahasa Inggris dengan nilai-nilai pendidikan karakter yang ditetapkan dalam kurikulum 2013. Teks bahasa Inggris yang digunakan adalah 12 nilai pendidikan karakter dari total 18 nilai pendidikan karakter dalam kurikulum 2013. Desain penelitian yang digunakan adalah metode penelitian deskriptif kualitatif karena data yang dikumpulkan berupa kata-kata dan tidak menggunakan angka. Peneliti memilih metode ini karena data yang diperoleh merupakan data deskriptif, kemudian dianalisis dan dideskripsikan dalam bentuk kata-kata dan bahasa. Deskriptif kualitatif adalah metode penelitian yang memanfaatkan data kualitatif dan dideskripsikan secara deskriptif. Hasil penelitian menunjukkan bahwa nilai pendidikan karakter dalam buku teks bahasa Inggris yang digunakan guru dalam proses belajar mengajar belum sepenuhnya memuat nilai pendidikan karakter dalam kurikulum 2013. Hanya ada 12 nilai pendidikan karakter dari 18 nilai pendidikan karakter berdasarkan kurikulum 2013 dalam buku teks bahasa Inggris. Artinya ada 6 nilai pendidikan karakter berdasarkan kurikulum 2013 yang tidak terdapat dalam buku teks bahasa Inggris. Kesimpulannya, kesesuaian antara nilai-nilai pendidikan karakter dalam buku teks bahasa Inggris dengan pendidikan karakter dalam kurikulum 2013 belum sepenuhnya sesuai.

Kata Kunci: pendidikan karakter, kurikulum 2013

INTRODUCTION

Learning English is very important, especially for education and the future, this is because English is one of the international languages used by many countries. In some countries, English is a second language for the other, because the role of English as the language of international communication is so important for several existing sectors, and Indonesia is one of the countries that is now making English a second language, although not all Indonesians do it.

Nowadays English is an Universal language which been used as a means of communication in various bilingual schools in Indonesia. Teaching English as a foreign language is not easy as teaching the first and second language because the students have not usual to get the foreign language. It have need of some teaching methods to help the learners glorious to apply it at school.

Education must be integrated between the affective domain (emotions, gestures, values) and the cognitive domain (knowledge intellectual and thinking skills). As stated by Ahmad Setyadi (2016) which states that the educational approach in integration must be designed through a humanist-based curriculum.

The education system in Indonesia in general is still focused on intelligence cognitive. This can be seen from the orientation of the existing schools busy with exams, from mid exams, final exams to national exams. Plus daily practice questions and homework to solve questions in textbooks that are usually irrelevant to everyday life the students.

In the Law of the Republic of Indonesia No. 20 years 2003 concerning the National Education system Chapter I Article 1 states that education is a conscious and planned effort to create an atmosphere learning and the learning process so that students are active develop his potential to have spiritual power religion, self-control, personality,

intelligence, noble character, and skills needed by himself, society, nation, and state.

Education is all planned efforts to impress for other people, whether individuals, class, or society so that they do what is intended by educational role that can be used to change world. Education is one way to gain knowledge.

According to Poerwadarminta (2012), the word character means character, character, psychological traits, morals or character what distinguishes one person from another. Character formation is also inseparable from the role teacher, because everything the teacher can do affect the character of students. Character is formed from three kinds of interrelated parts, namely knowledge morals, moral feelings, and moral behavior.

From the concept of education and character that has been explained above, the term education appears the most talked about character (character education) by many. In Indonesia itself, the term education character introduced.

When the Indonesian nation is in crisis multidimensional, education is accused of failing in creating quality human resources. Educational institutions are judged to have failed to meet their goals education. Various attempts were made to improve quality, such as curriculum updates, budget increases or standardization of educational competence. However, the improvement efforts are still not felt achieve the expected results. High school fees, poor school facilities, cheating in exams national level, the lack of welfare and quality of teachers, in fact solve the nation's problems. All these problems is like a vicious circle that has no end base.

Character education is one of the discourses education that is considered capable of providing answers to deadlock in the education system. Correspondingly, character education too construe as an attempt to precess brilliance in thinking, recognition in the establish of attitude, and

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praxis in the establish of conduct in consent with precious prestige which became his personality, manifested in the interaction with God, self, society and .environment.

Character education is education that does not only oriented to the cognitive aspect, but more oriented to the process of developing the potency that exists in students' self, is developed by habituation of best qualities, namely in the establish of teaching character prestige that are well.

Seeing the current condition of the world of education in Indonesia, which has undergone several curriculum changes, in the 2013 curriculum which is applied now, the government makes student textbooks according to the character of education in the 2013 curriculum. There are 18 character education in the 2013 curriculum that have been implemented, one of which is in the 7th grade English textbooks.

One of the student textbooks used based on the 2013 curriculum is an English textbook for grade 7th. In schools that use this textbook, it is still seen that students do not apply the values of character education so that this can be one of the reasons to be used as a suitability study. the values of character education based on the 2013 curriculum with English textbooks used by teachers in teaching English as a foreign language.

In the application of character education based on the 2013 curriculum, it is hoped that students can instill the character of education in everyday life, the school environment and in citizenship. By implementing character education based on the 2013 curriculum, students are also expected to be able to uphold the values of existing character education.

Looking at the current world of education, it is found that there are still many students who are difficult and have not applied what is in character education based on the 2013 curriculum. for example, there are still many students who feel insecure,

less creative, not independent and irresponsible.

Textbooks are so important parts in learning and teaching process. Both students and teachers, mostly then use them as the elementary foundations of courses in the classrooms. Textbooks maybe not be able to comply all the needs of the learning and teaching process but their presence as teaching sources is still foremost. They do one of effective fount of learning used in learning and teaching process and as reflection of values and ideas of a person or nation.

Textbooks are felt to be very helpful to the learning and teaching process are books that are more professional and specific, use flexibility and creativity in terms of their use, books that are more appreciative of students whose contents must involve students as a whole. But what is no less important is that the material must emphasize the humanistic aspect, and provide many opportunities for students to experiment, and make the learning process a real experience that will make intelligent individual students (Idris & Tabrani, 2017).

LITERATURE REVIEW

1.1 Definition of Content Character

Content character in terms of "character" is defined as human nature in generally depending on the elements of his independent life. Character are unique prestige, both in character, ethical or a person's identity which are formed from the internalization of some policies that are believed and used as a way of seeing, thinking, acting, speaking and behaving in everyday life.

According to (Ditjen Mandikdasmen - Ministry of National Education), Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the sphere of family, society, nation and state. Individuals with good character are individuals who can make decisions and are ready to take

responsibility for any consequences of the decisions they make.

Definition of Character Education

Character education is an education method that target to implant certain character prestige in students in which there is a constituent of knowledge, realization or willingness, and actions to do these prestige.

Character education is tight related to moral education where the goal is to continuously form and practice individual abilities in order to improve themselves towards a better life.

1.3 Purpose of Character Education

The goal is to see the suitability of Class VII English material 2nd semester issued by Ministry of Education and Culture in 2017 with aspects of character education in Year 2013.

Thing this is further strengthened by the issuance of a Ministerial Regulation Education and Culture Number 20 of 2018 concerning Strengthening Character Education in the Unit Formal education. Section 2 in the regulations mention that strengthening education character executed with apply the values of Pancasila with character education especially includes :

Religious values

Obedient attitude and behavior in carry out the teachings of their religion, be tolerant towards the implementation of worship of other religions, and live in harmony with followers of other religions.

Honesty

Behavior based on trying to make himself as a person who can always be trusted in words, actions, and work.

Tolerant

Attitudes and actions that respect differences religion, tribe, ethnicity, opinions, attitudes, and actions of people different from him.

Disciplined

Actions that show orderly behavior and comply with various rules and regulations.

Hard working

Actions that show orderly behavior and comply with various rules and regulations.

Creative

Think and do something for produce a new way or result from something that has been owned.

Independent

Attitudes and behaviors that are not easily dependent others in completing tasks.

Democratic

Ways of thinking, behaving, and acting that judge the rights and obligations of himself and others.

Curiosity

Attitudes and actions that always strive to know more deeply and broadly than something that learned, seen, and heard.

Spirit of nationality

Ways of thinking, acting, and insightful put the interests of the nation and the state above self and group interests.

Love of the motherland

Ways of thinking, acting, and insightful put the interests of the nation and the state above self and group interests.

Respect for achievement

Attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others.

Communicative

Attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others.

Love peace

Attitudes and actions that encourage him to produce something useful for society, and acknowledge, and respect the success of others.

Love to read

Habit of making time to read various readings that give virtue to him.

Care environment

Attitudes and actions that are always trying prevent damage to the surrounding

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natural environment, and develop efforts to improve natural damage that has occurred.

Social care

Attitudes and actions that always want to give assistance to other people and communities who need.

Responsible

A person's attitude and behavior to carry out his duties and obligations, which he ought to do, towards self, society, environment (nature, social and culture), the state and God Almighty.

These values are manifestations of the five main mutually exclusive values related, namely religiosity, nationalism, independence, mutual cooperation, and integrity integrated in the curriculum.

METHOD

Research Design

Research design is the strategy chosen by the researcher for conducting his research and integrating the research components in a logical and systematic way to discuss and analyze what existing research is. Sugiyono (2015) explains that the qualitative research method is a research method based on the philosophy of postpositivism, used to examine the conditions of natural objects, where the researcher is a key instrument, data collection techniques by triangulation, inductive or qualitative data analysis, and qualitative research results. emphasizes meaning more than generalizations.

Instrument of the Research

The research instrument in this research is the researcher herself. The researcher chose this instrument because the focus of this research was to analyze the character content of English textbooks to determine its suitability for the educational character of the 2013 curriculum.

Research Subject

According to Suharsimi Arikunto (2016), the research subject is giving the limitation of the research subject as the object, thing or person the data places for the variable

research is inherent, and at issue. The subject of this research is the English textbook of junior high school students. The subject of this research is the English textbook of junior high school students. However, it turns out that in this even semester students no longer use textbooks but instead use modules that have been designed directly by the ministry of culture and education.

Source of the Data

The source of the data in this research is where the data was obtained. In this research, the data were obtained from the analysis of character content in English textbooks in junior high schools.

Procedure of Collecting Data

In this research, researchers collect the data by read and understand the contents of English textbooks. In collect data, the researcher read first the English textbook to be studied and the understand each content in the existing material.

Techniques of Data Analysis

After collect the data by carry out existing procedures, the researcher then carry out activities to analyze the exist the data. Along with research activities with a research focus, namely character content analysis in English textbook, the researcher must analyze the character content in each learning material in the English textbook.

So, the techniques for collecting data in this research, are :

Read English textbook for grade 7th junior high school

Understand the content characters of each material in the English textbook for grade 7th junior high school

Analyze the content of the characters that exist in every material in the English textbook for grade 7th junior high school with education characters in the applicable 2013 curriculum.

FINDINGS AND DISCUSSION

Findings

The researcher would present the result of research findings in the following table:

NO	Educational Characters based on 2013 Curriculum	Educational Characters based on English Textbook
1	Religious Values	In every lesson, except lesson 4 (page 1, 11, 25, 35, 58, 63, 71, 80, 87, 96, 108)
2	Honestly	In every lesson 1-11 (page 14, 20, 21, 30, 31, 41, 42, 53, 54, 60, 61, 66, 67, 75, 76, 83, 84, 90, 91, 102, 103, 114, 115)
3	Tolerant	In lesson 1 and 3 (page 1, 33, 19)
4	Disciplined	In lesson 7 and 8 (page 68, 77)
5	Hard Working	-
6	Creative	In lesson 1, 2, 3, 6, 9, 10 and 11 (page 1, 7, 8, 9, 10, 12, 13, 16, 17, 18, 20, 22, 23, 33, 35, 41, 44, 45, 46, 47, 49, 55, 61, 68, 77, 85, 86, 93, 105, 118)
7	Independent	In every lesson 1-11 (page 10, 11, 12, 13, 14, 15, 18, 19, 20, 23, 25, 26, 30, 36, 37, 41, 47, 48, 49, 56, 57, 62, 66, 69, 71, 75, 78, 83, 86, 90, 94, 95, 97, 102, 107, 109, 114)
8	Democratic	-
9	Curiosity	In lesson 1, 4, 6 and 7 (page 4, 5, 6, 7, 8, 9, 23, 94, 101, 112)
10	Spirit of Nationally	-
11	Love of The Motherland	Page 1
12	Respect for Achievement	-
13	Communicative	In lesson 1, 3, 10 and 11 (page 10, 35, 107, 95)
14	Love peace	-
15	Love to Read	In every lesson 1-11 (page 11, 18, 26, 29, 36, 40, 52, 59, 65, 72, 74, 81,

		89, 97, 98, 100, 105, 108, 109, 110, 112, 113, 117)
16	Care Environment	-
17	Social Care	In lesson 1, 3, 4, 5 and 6 (page 10, 35, 46, 57)
18	Responsible	In lesson 7 (page 68)

Based on the table above, it was found that 12 educational character values were found in the English textbooks used by grade 7 students.

Discussion

Based on the results of the research, the researchers found several educational characters in the English textbooks used by students that matched with the educational characters in the 2013 curriculum. As for the 18 educational characters specified in the 2013 curriculum, there are 12 characters in the English textbook used by students in grade 6 junior high school and 7 other characters not included in it.

CONCLUSION AND SUGGESTION

Conclusion

As for the results of the research, it can be concluded that the value of character education contained in the 2013 curriculum is not fully contained in the English textbooks used. As in the 7th grade English textbook in junior high school conducted by this researcher. Researchers only found 12 of them the value of character education in the English textbook which was in accordance with the value of character education in the 2013 curriculum. While the value of other educational character education, namely 6 character values are not contained at all in English textbooks used by students in the learning process. So from this research, researchers can conclude that the suitability between the values of character education in English textbooks and character education in the 2013 curriculum is not fully appropriate.

Suggestion

Based on these conclusions, the researchers provide several suggestions to the parties concerned, namely:

a. Student

Although there are character education values that are not contained in the learning materials provided, students still have to learn other character education values and be able to apply them in the learning process even in everyday life.

b. Teacher

Teachers are expected to be able to know all the values of character education that exist in the 2013 curriculum so that teachers can continue to assist students in applying character education values that are not in the English textbooks used.

c. For Other Researcher

In this research, researching and conducting research is still in the stage of trying itself. If there are other researchers who want to do similar research, this researcher himself suggests doing research using the results of the researchers' own research to get results that are in accordance with what is desired.

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