Conference Paper

The Basic Values of Humanity in an Indonesian Language Textbook used in Junior High Schools

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Abstract

This study seeks to identify the basic values of humanity presented in the Indonesian language textbook used in Junior High Schools. This study used a qualitative approach, with a textbook as a case study (specifically the Indonesian language textbook for the seventh, eighth, and ninth grades). The data considered took the form of words, phrase, sentences, discourse, and pictures showing the basic values of humanity. Data was collected a questionnaire which was subsequently analyzed. First, data were firstly classified according to the taxonomy and characteristic. Then codes were assigned to the different classifications. Then referential comparison techniques were used to measure the structure of basic values of humanity in the textbooks. This was followed by the construction of a basic pattern and the validation of the data. The research identified fifteen main points, they were scientific perspective, materials concept explication, curriculum relevance, interesting, increasing motivation, stimulating students' activities, illustrative, understandable, supporting the other subjects, respecting individual differences, stabilizing values, protecting men and women's rights, appreciation towards achievements, supporting freedom of speech, and respecting the essence of human being. From those fifteen main points, four points need to be improved, they are: stimulating students' activities, illustrative, protecting men and women's rights, and supporting freedom of speech.

Keywords: humanity values, textbook, Indonesian language

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1. Introduction

In social life, an individual uses language as a means of communication. Language is a system of arbitrary symbols used for human communication [1]. The process of verbal communication using language always brings up the terms of text, context, and discourse. Those terms are related to a language in communication. Related to this, the text is a tangible form of language and is very important in the process of communication. The same thing was revealed [2], in which text is the essential form of language which is realized in the form of discourse. Text must fulfill seven standards of textuality [3], as

it is written: "A communicative occurrence which meets seven standards of textuality". It means that text is communicative speech that should meet the seven standards of textuality.

The textbook has a crucial role in learning. A textbook can be a learning guideline for both teacher and students. Through the textbook, the curriculum direction is more down to earth. The basic competence has been realized inside the concrete materials and the tasks have been arranged based on the basic competence and level of knowledge. Furthermore, the textbook makes the learning activity more objective for the materials learned are not only known by the teachers. Just like the teacher, students know the materials being served at certain times so that they can prepare the materials better. Not only teacher and students, parents and society are also able to see and control the relevance of basic competence, materials, questions, and level of knowledge through the textbook. Materials inside the textbook are directed to two dimensions, they are a dimension of vertical submission and dialectic dimension [4]. The dynamics of students' academic literacy will improve [5]. Not only academic literacy but also information literacy and assessment literacy will improve [6].

Materials inside the textbook are constructed in such a way to ease students understand the materials. The materials are developed with terminology from concrete to abstract, easy to difficult, and simple to complex. Therefore, the materials developed in textbooks will follow the pattern of long term scale. It is in line with the types of knowledge in materials, where knowledge is presented from factual knowledge to metacognition knowledge sequentially [8]. The level of knowledge is given according to the basic competence demands, both the lowest level of knowledge, like memorizing and the highest level, like creating.

Textbook develops certain values, one of them is humanity [9]. Humanity can be inserted into the materials, sample cases, illustrations, and questions. Therefore, Indonesian textbook will be very potential to develop the humanity values. Indonesian language textbook is rich with stories, starting from folklores, short stories, and puzzle stories. Those stories can be used as a source of humanity values [10]. However, humanity values are not only available inside the stories, but also in sample poems, tasks, and illustrations.

Humanity value becomes one of the basic values which should be absorbed by students. This value will make the students civilized [11]. Through humanity value, the students possess tolerance, empathy, easiness to forgive, ability to understand others' difficulties, mutual cooperation, and interest in motivating others. This humanity value is

very needed in nowadays condition. It revealed the fact that teachers' intellectual, emotional, and spiritual intelligence has influenced, both individually and simultaneously, the teachers' performance of SMA Negeri Kota Padang (Kota Padang state Senior High School). It was in line with researches done by [12], [13], [14].

Students of Junior High School are students in a critical phase, namely 'phase of searching for identity' [15]. Strengthening values in adolescence is very essential. If the students are able to pass through this phase well, it means that the positive values have been successfully absorbed and internalized well by themselves, and the students will be human who posses good humanity. Consequently, the textbook in junior high school level must insert the basic values of humanity. In the 'identity formation' phase, students need to always be exposed to positive values. Hence, the textbook has to serve humanity value. Thus, a research of the basic pattern of humanity in Indonesian language textbook in Junior High School needs to be conducted.

2. Research Method

A qualitative approach was applied in this research. This approach was chosen since the data collected in this research were in the form of humanity values which then would be analyzed in a non-statistic way. The type of this research was case study because the textbook that would be seen as a data source cannot be applied generally, which considered all textbook are the same. The presence of the researcher was as both the instrument and data collector. It means that the researcher directly handled the data collecting process and was guided by the instrument previously arranged. This instrument was used to obtain data of humanity value in Indonesian language textbook of Junior High School. After the values were obtained, the conclusion then was pulled out by the researcher to obtain the basic pattern.

The data in this research were in the form of words, phrase, sentences, discourse, and illustrations showing the basic values of humanity. The data source was the Indonesian language textbook belonged to the seventh, eighth, and ninth grade of Junior High School. The data were collected by using questionnaire. The questionnaire used in this research was closed questionnaire containing instrument of data collection about basic values of humanity existed in Indonesian language textbook of Junior High School. The data were then analyzed through several steps. 1) Data were firstly classified based on the taxonomy and characteristic. 2) The data classified would be given codes. 3) Technique of referential comparison was used to measure the builder structure of basic values of humanity. 4) Patterning the basic values of humanity in the textbooks. 5)

Validating the data. In checking the validity, data triangulation and researcher triangulation were involved. Data triangulation was seen by comparing the similar data, while researcher triangulation was done through FGD (Forum Group Discussion).

3. Finding and Discussion

The basic values of humanity in Indonesia language textbook of Junior High School consisted of fifteen points, they are scientific perspective, materials concept explication, curriculum relevance, interesting, increasing motivation, stimulating students' activities, illustrative, understandable, supporting the other subjects, respecting individual differences, stabilizing values, protecting men and women's rights, appreciation towards achievements, supporting freedom of speech, and respecting the essence of human being.

From those fifteen points of basic values of humanity, there were four points that should be improved, they are stimulating students' activities, illustrative, protecting men and women's rights, and supporting freedom of speech.

An imperative sentence in a textbook can stimulate the students' activities

1. **Quotation: Read the following text and understand its content!**

   From the imperative sentence above, it is obvious that the result of analysis for the content suitability of this Indonesian textbook is categorized as unsuitable. This is because the imperative sentence on the sample above is not able to stimulate students' activity. In this case, the students are only commanded to read and understand the content.

   An imperative sentence [16], is a form of sentence or verb to express order or compulsion or prohibition of doing an act. In Kridalaksana's opinion, it can be seen that an imperative sentence contains an impulse to carry out an act or provide a stimulus. The imperative sentence above (*read the following text and understand its content!*) is less encouraging or motivating students to move.

2. **Quotation: Answer the following questions based on your understanding of the text!**

   From the imperative sentence above, it is recognized that the result of the analysis for the content suitability of this Indonesian language book falls into the inappropriate category. It is because the sentence above only asks students to answer the questions according to their understanding and not encouraging them to do activities.

Imperative sentence [17] is a form of sentence or verb to express order or compulsion or prohibition of doing an act. It means that an imperative sentence contains the impulse to do an act or provide stimulus (to do something).

3. **Quotation: Conclude what figurative language is! Summarize the characteristics of the figurative sentences used in the list!**

   From the imperative sentence above, it is known that the results of the analysis for content suitability of this Indonesian language book fall into the unsuitable category. It is because the imperative sentence above uses sentences which tend to only command the students without additional sentences in the form of motivation to carry out activities for students.

   Imperative sentence is a form of sentence or verb to express order or compulsion or prohibition of doing an act [18]. It means that an imperative sentence contains an impulse to do an act or provide stimulus. The sentences in the quotation above only ask the students to conclude the characteristics of figurative sentences, and no additional sentence to push the students to do more activities.

Illustrations in the form of pictures, tables, or narrations according to the age of the students.

a. Quotation:

From the table above, it is known that the results of the analysis for content suitability of this Indonesian language book fall into the unsuitable category. There are several vocabularies used in the book which are less understood by the students. According to Kasiarno, with an understanding of eating culture, we will know which vocabularies are good to learn and which do not need to be learned because not all vocabularies are bad but not all are also good. From this statement, it can be seen that vocabularies used by the secondary school-age children (especially junior high school) must use the understandable diction for the students. The table above contains quite difficult vocabularies for students to understand, for example, *custom color*.

a. Quotation:

The foreign prefix is widely used in Indonesian terms especially for observation reports (knowledge studies). The words using a foreign prefix are exemplified below.

Example:

1. **Anti**oxidants, **anti**communist, **anti**climax, **anti**-rust, which means 'against' or 'contrast to'.

2. Bi- as in, in **bi**lateral, **bi**lingual, **bi**convex. This prefix means 'two'.

TABLE 1: results of the analysis for content suitability of this Indonesian language book fall into the unsuitable category

Generic Structure	Samples of development pattern
Orientation	**Developed from the setting description** Three cone-style houses welcomed my eyes. When I looked at them one by one, it turned out that the house has the same model. Only one thing distinguished those three houses. The door's color. Each door follows a color gradation as I see on my laptop's custom color. **Developed from the character's Introduction** The Alien had a pointed nose. With his pointed nose, he sniffed around. It seemed like he was confused and tried to recognize his new place. His eyes which were as big as hazelnut seeds flickered, flaunting his greenish eyes. I knew he was not a human-like me. But he did not come to disturb. **Developed from conflict recognition** "You have to bring it back!" Erza shouted in panic. I was nervous and confused. I did know what to do. Meanwhile, a human with a half-ape face looked around. The ancient man found me when I researched him and I did not realize that he followed me. The ancient man would die if he did not return within 12 hours.
Complication	**Developed and presenting other figures** Suddenly, a bigger Alien appeared. His stomach was distended and his lips were red. His eyes were red too. The big-nose Alien suddenly let out a red light from his hand which made the small Alien heated. **Developed by changing the setting** The sea was calm, turquoise, and wavy. The movement of the water indicated that something was happening. I did not want to see earthlings injured by the ocean battles **Developed by jumping from a different era (past or future)** While I was observing the temple, suddenly the earth shook and bluuum! I was pushed to a golden shiny place. It smelled nice and beautiful. A magnificent kingdom was before me.
Resolution	**Developed with a time leap** Two years later, Farta arrived at Andromeda galaxy and met Ozi. She finally found her sister on a different planet. Her journey was not in vain. **Developed by unique cause-effect** After I mentioned all the good behaviors I had done, the door opened. And unexpectedly, I was in front of my table. Finally, Doni could go back to his native world. **Developed through surprises** "Hooooaaii.....!" Putri Candy yawned. Putri woke up from her three-year-long sleep.

3. De- as in **d**ehydration, **de**valuation, **de**humanization, **de**regulation. This prefix means 'negate' or 'eliminate'.

4. Extra- as in **extra**curricular, **extra**linguistic, and sometimes are also used in Indonesian words themselves. For example: ekstraketat *(**extra**-tight),* and ekstra hati-hati *(**extra** careful).* This prefix means 'add', 'outside', or 'very'

From the narration above, it can be seen that the result of the analysis for the content suitability of this Indonesian language book falls into the unsuitable category. It is because there are several vocabularies used in the text which are too difficult for junior high school students. Such as in words *biconvex, extralinguistic, devaluation, dehumanization, deregulation, and anticlimax.*

After going through stages in infancy, going up to the next level which is childhood and the end of childhood, where during this stage, children will go through stages that take them into adolescence [19]. This stage lets children experience the progress in using vocabularies and grammar, the growth of metalinguistic development, reading ability, a whole language approach, the basic skills approach, phonic writing skills, and bilingualism ability. The age of junior high school is included at a late age in childhood. In Wulandari's opinion above, it is shown that the children who are at the end of their childhood, are undergoing a process of a comprehensive language approach. It means the textbook must also present a narrative that uses understandable diction and suitable to the age of the students.

b. Quotation:

TABLE 2: result of the analysis for the content suitability of this Indonesian language book falls into the unsuitable category

Generic Structure	Content Characteristics	Language Characteristics
Goals		
Materials and tools		
Steps		
Closing		

From the table above, it can be seen that the result of the analysis for the content suitability of this Indonesian language book falls into the unsuitable category. There is no information explaining the content characteristics and language characteristics. Students will find difficulty in interpreting 'content characteristic' and 'language characteristics' when they are working on the table above. The table should be equipped with an explanation and understanding of the content characteristics and language characteristics.

A data presentation is not uncommon to experience obstacles, such as unavailable data, data in progress, data which cannot be displayed due to certain reasons, and the other problems [20]. The obstacles can occur due to the lack of explanation or explanatory information in the table, or even the explanation does not exist. This condition causes difficulty for the students and decreases students' stimulus to work on the table. This can be seen in the column written 'content characteristics' and 'language characteristics' in the table which are not given any information or instructions about what 'content characteristic' and 'language characteristic' are so that it will cause confusion to students. A good table is a table which is given information or explanatory information.

The sentences in the Indonesian language textbook indicate students' freedom to agree on certain understandings

a. Quotation:

After doing some practices about a folk poem, summarize the characteristics of the three folk poems above by your own language! Summarize the characteristic of a poem, gurindam *(: old Malay poem),* and verse. Discuss it with your friend next to you!

Those sentences do not show the freedom for students to agree on certain understandings for students are only asked to discuss the characteristics of the poem, gurindam *(: old Malay poem)*, and verse with their friends. Moreover, it does not refer to certain experts explaining the characteristics of the poem, gurindam *(: old Malay poem)*, and verse. It is seen by the sentences above that it implicitly uses the understanding of the book's authors.

b. Quotation:

contoh cara merangkum

Judul buku : Karena Buku Senikmat Susu
Pengarang : Elly Damaiwati

DAFTAR ISI

Membaca, Tradisi Meningkatkan Ilmu
Pengantar Penulis 10

Membaca, Budaya Cerdas
KH. DR. Mu'inudinillah Bashri, MA 16

BAB 1
Rendahnya Minat Baca 19
Alif Kecil dan Buku Kumalnya 20
Everyday Is Reading Day 22
Payahnya Minat Baca Anak Bangsa 27
Faktor yang Mempengaruhi Rendahnya Minat Baca ... 29

BAB 2
Mengembangkan Minat Baca Anak 37
Berawal dari Minat 38

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The reading above doesn't show freedom for students to agree on certain understandings. This is because its way to summarize is based on the opinion of the book's

authors, who are Titik Harsiati, Agus Trianto, and E. Kosasih. It can be concluded that the students' freedom to agree on certain understandings is very limited.

The rights to speech between men and women are covered in the textbook

a. Quotation:

The tension was felt when the male dancers brought torch replicas which illustrated the atmosphere of peasant resistance against the colonial government. The atmosphere of forced cultivation and landlords' cruelty were accompanied and visualized in full of sentiments. The performance was closed with a tragical event. The mesmerizing rhythm closed the performance for the tragedy that befell Ariah. The lights were turned on. The night wind blew, and it was cold enough as if it felt Ariah's sorrow.

The story shows that the figure of a farmer tends to be the male figure. The condition should balance the rights to speech between men and women in the story so that the freedom to uttering opinion can be conveyed. If male figures dominate, then the female characters will be less free in arguing.

b. Quotation:

(Title) three-colored diamonds of Alpha dimensional Space, study with *Gajah Mada*.

The story of 'three-colored diamonds of Alpha dimensional Space, study with *Gajah Mada*' is dominant to only one gender. So that it indirectly limits the balance of men and women's rights in arguing. For instance, in two titles of 'three-colored diamonds of Alpha dimensional Space and study with *Gajah Mada*', there is no female figure in both stories. Therefore, in those stories, the female figure does not exist in the plot. Consequently, the one who is arguing is only the male figure. In the story of three-colored diamonds, which is opposite of the two previous stories, it only tells about three women, a mother and children figures. There is no male figure in the story. This shows the imbalance rights between female and male figures.

4. Conclusion

The basic values of humanity in Indonesian language textbook of Junior High School consisted of fifteen main points, they are scientific perspective, materials concept explication, curriculum relevance, interesting, increasing motivation, stimulating students' activities, illustrative, understandable, supporting the other subjects, respecting individual differences, stabilizing values, protecting men and women's rights, appreciation towards achievements, supporting freedom of speech, and respecting the essence of human being. From those fifteen basic values of humanity, there are four things needed

to be improved, they are stimulating students' activities, illustrative, men and women's rights protection, and supporting freedom of speech.

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