
An Analysis the Character Education in Student's Textbook Entitled English Skills for the Future for 10th Grade Publishing by Grafindo Media Pratama

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Abstract

The aim of this research is to found the character education in the English Textbook of 2013 curriculum entitled "English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama". This researcher use the methodology Qualitative content analysis in this research. Qualitative content analysis goes beyond counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. The result showed that character education found in the English textbook of 2013 curriculum entitled English for the Future for tenth grade of Senior High school Student Published by Grafindo Media Pratama. The researcher found there is 18 character education in this book, those, religious approximately 7.3% found the this book, honest around 3.3%, tolerance about 0.6%, discipline approximately 12.1% , hardwork 12.67%, creative 13.3%, independent 0.6%, democratic 4.67%, curiosity 12%, nationalism 4%, patriotism 2.67%, rewarding achievement 2.67%, friendly/communicate 6%, love of peace 0.67%, love to read 6.67%, caring the enviroment 2%, social care 6.67%, and responsibility 9.33%. The second question is about how the character education were delivery in this book. The reseacher found there is 82.14% character eduaction were deliver implicitly in this book, while the character education the deliver explicitly is about 17.86% .

Keywords: *Character education, aspect of textbook, textbook*

Introduction

In Indonesia, the 2013 Curriculum is currently in use, reflecting the country's commitment to education. The government's nationwide initiative focuses on creating schools that foster a sense of responsibility and empathy among the younger generation. This goal is achieved through a character teaching model that places significant emphasis on universal values. As a result, character education has become a central aim applied within the existing curriculum (Abourjilie, 2001 in Mahendra et al., 2022: 25). Additionally, Elihami and Syahid 2018 (in Muchtar 2019: 51) emphasize the importance of education in preparing the younger generation for the continuity of community life and contributing to a better nation in the future.

Moreover, this concerted effort in character education aligns with Indonesia's vision of preparing the younger generation to become caring and responsible members of society. Through the integration of universal values into the curriculum, the nation is paving the way for a future generation that not only excels academically but also actively contributes to the betterment of their communities and the nation as a whole (Abourjilie, 2001 in Mahendra et al., 2022: 25). By nurturing such character traits in students, Indonesia is fostering a positive and compassionate environment in schools, equipping the young minds with the tools they need to become well-adjusted and conscientious citizens, ready to tackle the challenges of tomorrow.

During the academic year of 2018/2019, the Minister of Education and Culture implemented the revised edition of the 2013 curriculum. The main goal of this curriculum was to equip Indonesian students with positive character traits and encourage their active participation in society. The strategy of character development, devised by teachers, aimed to mold students into virtuous individuals, fostering their usefulness to both society and the nation while discouraging behaviors that go against societal norms.

At this juncture, teachers are tasked with instilling character education into every aspect of their students' learning journey. To cultivate positive personalities in their students, teachers are encouraged to employ various forms of media containing character education content, such as movies, songs, newspapers, and textbooks. However, the focus of the research centers on textbooks because the government specifically mandates the inclusion of

character education values within the teaching and learning process, with textbooks serving as vital resources, (Wardani and Tasnim, 2019 in Mahendra et al 2022: 26).

Furthermore Hirdayu et al (2022:1) stated that A textbook is a widely used resource in the teaching and learning process, providing accessible information and serving as a valuable tool to help students grasp the subject material comprehensively. Due to its significance in education, teachers must carefully choose textbooks that cater to their students' needs. Utilizing a textbook in the classroom can save teachers time, as they can select and adapt English materials that suit their students best. This assistance benefits both students and teachers alike. The study of English is vital for Indonesians to communicate effectively with people worldwide, making it an important component of our educational system.

These days, many English textbooks have been published, either by local or international publishers. The researcher also found out that there are so many researches analyzing character education value in English textbooks such as research from Renete et al in 2021 entitled "A Content Analysis of Character Education Values in the English Students' Textbooks for Senior High School in Indonesia". Next there is research from Mahendra et al in 2022 entitled "Character Education Values on English Textbook for the Ninth Grade of Junior High School". And the research from Amaningsi in 2021 entitled "An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings The Bell (Revised 2016)". From several articles about analyzing character education in English textbooks the researcher has not found the research that analyzes English textbooks entitled English Skills for the Future for 10th Grade Publishing by Grafindo Media Pratama. Thus, the researcher decided to analyze what character education values are found on this book and how they are delivered in the textbook. The differences among this research with the previous research is that the researcher not only analyzes the character education reading text but also the other aspects of the textbook such as material and graphic aspects.

Character Education

Character education is education to shape one's personality to be a person of noble character who is carried out in a professional manner over and over again until it becomes a habit will be embedded in the soul. In forming character in children need media to do it includes family, school unit, community (Kristi and Suprayitno 2020: 517). Mulyasa (2013: 7 in Zein 2020:7) emphasizes that the core aim of character education in the curriculum 2013 is

to elevate the education's quality and its end results, resulting in the cultivation of positive character traits in students that align with the established competency standards of educational institutions. Implementing the 2013 curriculum allows for the seamless integration of character education across all subjects and disciplines included in the curriculum. In short Character education is a process of shaping an individual's noble personality, ingraining it as a habit, and embedding it in their soul through consistent and professional efforts. It involves various elements like family, school, and the community. The curriculum of 2013 emphasizes the goal of improving education quality and fostering positive character traits in students, aligning with educational standards. This character education is seamlessly integrated into all subjects and disciplines within the curriculum. The Ministry of National Education has laid the foundation for character education based on 18 values encompassing cultural and national character. These 18 values include religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, nationalism, patriotism, rewarding achievement, friendly, love peace, reading pleasure, environmental care, social care, and responsibility. Schools have the flexibility to add or reduce specific character traits based on the unique needs of their learners.

a) Religious

Religious values reflect faith in God Almighty, manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding tolerance towards the implementation of religious worship and other beliefs, living in harmony with followers of other religions (Anggraeni et al 2022: 183-185).

The importance of religious character displays the conviction in the All-Powerful God, which is demonstrated in the conduct of upholding the accepted religious ideas and teachings. Religious attitudes refer to someone's commitment to their religion and tolerance of other faiths.

b) Honest

Being honest it means being truthful. In other words, honest means say something that according to the facts there is no over statement or reduction in these words.

c) Tolerance

Which is an attitude and behavior that reflect appreciation to religious differences, creeds, tribes, customs, languages, races, ethics, opinions, and other things differ from oneself conscious and open, and able to live quietly amid differences.

d) Discipline

That is, habits and actions that are consistent with everything rule or order forms that apply.

e) hard work

Which is behavior that indicates real effort (end to end) deep doing chores, stuff, work and stuff with absolutely right.

f) Creative

An attitude and behavior that reflect deep innovation Various facets in solving problems, so it always finds new ways, even new results are better than Before.

g) Independent

That is, attitudes and behaviors that are not dependent on others in accomplishing both tasks and problems. But that thing not that there should be no collaborative cooperation, but there should be no throwing duties and responsibilities to others.

h) Democratic

Democratic is a way of thinking, behaving, acting, which assesses the same rights and obligations of themselves and others.

i) Curiosity

Curiosity is attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard. It means curiosity is the attitude of someone who opens to new things and eager to learn something they don't know. They tend to have a high curiosity about new science.

j) Nationalism

Nationalism character value is a way of thinking, behaving, and acting that shows loyalty, caring, and high appreciation for the language, physical, social, culture, economic and political environment of the nation, placing the interests of the nation and state above the interests of themselves and their groups. It means that nationalism is the way of thinking that loving the country and behaving a high appreciation to the country.

k) Patriotism

Patriotism is the attitude that someone shows in which they have a brave attitude, never give up, and willing to sacrifice for the nation.

l) Rewarding Achievement

Rewarding achievement is the attitude of a person where they can appreciate the hard work they have done, and they are grateful for everything that they have. They always appreciate the process of their struggle.

m) Friendly/ Communicative

Friendly is the ability of someone who has a good social life, so they can easily associate with other people in the environment. They have a good way to communicate with other people and make other people feel comfortable.

n) Love of Peace

Love of peace is the attitude that someone shows brings a sense of peace is an attitude that not easy getting emotions and can control themselves in the face of problems. Comfort to others so that the other people are not disturbed by his presence.

o) Love to read

Which is the custom without compulsion to make time to read various information, good books, journals, magazines, newspapers and so on, so gives rise to wisdom for himself.

p) Caring for the environment

That is, the attitude and action that always strive for preserve and preserve the surrounding environment.

q) Social

It is social attitudes and actions that reflect concern for others as well as communities need it.

r) Responsibility

A person's attitude and behavior are deep Perform his duties and as it pertains to oneself Alone, social, community, nation, state and religion.

Curriculum

Based on the government decree number 20 (2003), a curriculum is a structured plan that outlines the objectives, content, and teaching materials used to guide the learning process

and achieve educational goals (Darrin, 2014 in Wardani et al 2019:233). On the other hand, Abdul Rahman Shaleh (in Budiyono 2021: 68-69) also holds a similar view. He believes that the curriculum is one of the crucial components of the national education system. The curriculum functions as a set of plans and arrangements concerning students' capabilities, learning outcomes, and the methods used as guidelines for organizing learning activities. The learning activities themselves represent the culmination of the entire curriculum implementation process.

Furthermore, According to Sulistiyorini (in Budiyono 2021: 69) the semantic meaning of the curriculum can be grouped into three categories; First, the curriculum refers to the subjects or disciplines taught in schools. Second, the curriculum represents the actual experiences that students possess under the influence of the school, while the subject area is just a small part of the overall curriculum program. Third, the curriculum serves as a strategy used to adapt cultural heritage in achieving the school's goals.

In conclusion, the collective viewpoints of these opinions emphasize the fundamental significance of a well-structured curriculum in the education system. Their alignment on the curriculum's role as a guiding framework for achieving educational objectives, organizing effective learning activities, and assessing student progress underscores its indispensable nature. Moreover, their recognition of the curriculum's potential to preserve and adapt cultural heritage highlights its broader impact on fostering cultural awareness and identity among students. As other researchers have suggested, a thoughtfully designed and inclusive curriculum holds the key to nurturing engaged and well-rounded learners, empowering them to succeed not only in their academic pursuits but also in their broader personal and societal contexts. Thus, their insights collectively reinforce the vital role of curriculum development and implementation in shaping the educational landscape and contributing to the holistic development of students.

Textbook and Aspect of textbook

A textbook is a published printed material that finds widespread use as a teaching and learning tool in schools and educational institutions. It holds significant importance as it serves as a primary source of material and guidance for both students and teachers during the teaching and learning process (Tambunan 2019: 21). According to Tomlinson (2011 in Zein 2020:4), a textbook plays a central role in language-learning courses by offering

comprehensive materials. Its primary purpose is to encompass a wide range of content within a single book, making it the sole required resource for learners throughout the course. Typically, these textbooks cover essential aspects such as grammar, vocabulary, pronunciation, language functions, and the four language skills: reading, writing, listening, and speaking. Furthermore, The textbook serves both the teacher and the learner. It acts as a comprehensive resource and guide for students since the teacher may not be able to cover all the material thoroughly. The textbook provides complete information and also serves as a teaching aid for educators, allowing them to familiarize themselves with the content before presenting it to the learners. In summary, the textbook is referred to as a teaching material, guide, and reference book, essential for facilitating the students' learning activities (Zein 2020: 21).

According to Depdiknas (2008: 12 in Zein 2020: 22), the textbook serves three primary functions. Firstly, it serves as a guide for teachers, directing the learning activities and providing a reference for the specific competencies that students need to acquire. Secondly, it acts as a guide for students, helping them determine their learning activities and the content of the competencies they are studying. Lastly, the textbook functions as an evaluation tool to assess the teaching outcomes and the students' achievements. It could be concluded The textbook is a crucial tool in education, serving as a comprehensive resource and guide for teachers and students. It covers essential aspects of learning and plays a central role in language courses. The textbook also serves as a reference for teachers and an evaluation tool for assessing student progress. Moreover The criteria or content aspects of a good textbook used by educational institutions have been determined by the National Education Standards Agency (Badan Standar Nasional Pendidikan, BSNP) as stated in the Minister of Education and Culture of the Republic of Indonesia Regulation Number 8 of 2016 regarding textbooks used in educational institutions. Article 3, paragraph 5 states that the content part of the textbook in teaching materials must fulfill the aspects of material, language, material presentation, and graphic design. These four aspect are the aspect where the researcher found the character education included in the 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama (Hermansyah 2021: 48) .

Material aspect is about the material description with the syllabus and learning objectives, accuracy of the material, and supporting learning materials (Husna 2019: 199), for example basic competence and standar competence. While material presentation aspect is about a system in an effort to make more textbooks interesting, easy to understand, and able to arouse the enthusiasm of students. Aspects in the material presentation can be seen from the coherence of the material starting from which easy to difficult, from concrete to abstract, from general to specific, and sort o (Fajarini. 2018: 73).

Furthermore, there is linguistic aspect. The purpose of linguistic aspect in this case is to make material easier to understand by the student. The use of language also needs to be adjusted to the ability level of students. Of course, it must comply with language and writing rules such as selecting upper and lower case letters, wide spaces, italics, boldface, etc. Interesting writing can foster students' interest in reading and understanding the material. The feasibility aspects of this language include convenience, attractiveness, and understandability of the language used in textbooks (Fajarini.2018: 74). According to BSKA (Badan Standar Kurikulum dan Asesmen) (2007 in Dewi 2023: 21), there is an aspect of graphic advisability there are (size of textbook, cover design, selection type font of textbook, design of the book content, the balanced of layout, the comprehensiveness of layout, and content of illustration.

Research Method

Liamputtong (2005 in Rozali 2022: 68) outlines that content analysis it is a mix of quantitative and qualitative methods, a mix of positivism and interpretive approaches. Content analysis begins with using qualitative data in the form of text, making assumptions according to the analysis of the researcher's thinking. Then proceed with coding, and interpretation of the results in the form of a description or description. In line with what Silverman (2011 in Rozali 2022: 69) said that content analysis is to create categories, then counts the number of terms that appear when categorizing in a series of words or stories. Generally Content analysis is the first step before carrying out other analyses.

The pioneer of this analysis is Lasswell, as a pioneer of engineering symbol coding, which is an activity record the symbol of the message automatically systematic for interpretation. Content analysis generally interpreted as a method which includes all analyzes of content text, but on the other hand content analysis as well used to describe approach

special analysis. Furthermore, according to Holsti (in Rozali 2022: 69) content analysis method is a way conclusion by doing identification of various characteristics of a message objectively, systematic and generalization. objective means in accordance with the terms and established standard procedure. So when there is a similar research that carried out by other researchers come to a similar conclusion. Systematic, refers to the determination category of research content carried out in a manner consistent, starting from the selection, and the process the coding is done without bias.

The Content Analysis method is used to analyzing the results of the findings, tracing and observing the results of notes in the form of journals, books, and other types. In this research stage, observations are made on English textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama. The steps taken in the research, as following:

1. Read the whole contents English textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama.
2. Then, determine the quotes related to the object of research needed.
3. Take note of the quotations that have been determined, then elaborated in order to be fully understood.
4. Researchers do coding, which is the process of selecting and sorting appropriate data needed in research. The author conducts an analysis of the values of character education contained in the selected citation.

Result and Discussion

1. Research Findings

According to the Ministry of Education and Culture develops the character education values and become a concern in the 2013 curriculum. These character education values, as follows: religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, nationalism, patriotism, rewarding achievement, friendly, love peace, reading pleasure, environmental care, social care, and responsibility. Moreover, Permendikbud Number 8 2016, stated there are

some criteria based on 2013 curriculum. The textbook must fulfill 4 aspects, there are: material aspect, material presentation aspect, linguistic aspect, and graph aspect. Based in these two theories the researcher trying to find out what are the caharcter education included in the English Textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama. Then the reseacher do the analyze of the book as explained in the chapter 3. The reseacher catogorized the character educaiaon found in the English Textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama by three aspect of textbook; the garphic aspect, the material aspect, and the material presentation aspect.

In the graphical aspect, the researcher only found 12 character education, namely love to read , social care, friendly or communicative, honest, disciplined, responsible, hardworking, creative, nationalism, religious, curious, and democratic. It means there no character education namely tolerance, independent, patriotism, rewarding achievement, love of peace, and caring the enviroment in this aspect. The most dominant character education value found in th garphic aspect are discipline and hardwork which fulfill about 14.75% of the 100% character eduaction in the garphic aspect. Whereas the less character education found in the garph aspect are curious and democratic which fulfill only 2.94%. The English Textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama textbook. The textbook consists of six chapters: Be Honest, Be Futuristic, Be Wise and Inspiring, Be Active and Creative, Be Up-to-Date, and Be Smart and Expressive. In the graphic aspect most of the character education find in chapter 6 around pages 163-200. The character education found in that chapter is almost 44.12% of 100%. The chapter six is learn about riddle, proverb, and song so that's why there is so many graphic aspect the appear in this chapter. Moreover 95.24% character education in this aspect of textbook deliver implicitly. The researcher concluded the whole character education value found in graphic aspect is about 22.67%. There are the table of page where the character education of found:

No	Character education	Found in on pages
1.	Love to read	Iv, 1, 33, 135
2.	Social care	2, 130, 134, 140,
3.	Communicate/friendly	2, 167
4.	Honest	5, 33
5.	Discipline	12, 33, 166, 167, 169
6.	Responsibility	33, 167, 168, 169
7.	Hardwork	33, 107, 165, 167, 169
8.	Creative	127, 169
9.	Nationnalism	134, 140
10.	Religious	166, 169
11.	Curious	166
12.	Democratic	187

Furthermore in the material aspect the reseacher found there are 13 character eduaction found. Those are love to read, social care, communicate/friendly, honest, disicipline, responsibility, hardwork, creative, religious,curious, democratic, rewarding achievement, and tolerance. Which means there no character eduaction namely caring for the environment, patriotism, independent, love of peace, and nationalism in this aspect. The character education of creative is the most found character education in this aspet about 22,86% of 100 persen while the less found the character education in this aspect are communicate/friendly, democratic, rewarding achievement, and tolerance. These character education only found once in the material aspect or approximately 2.86% of 100%. Just as same as the graphic aspect the material aspect also have the most dominant chapter that accommodate the character education found in. The chapter is chapter 1 entitled Be honest and the introduction of the book. These partof book accommodate around 37.14% from all the character eduaction found in the entire book. This chapter also mostly deliver implictly approximately 75% while 25% were deliver explictly. The reseacher concluded the whole character education values found in material aspect is about 23.33%. Here table of character education found in the material aspect:

No	Character education	Found in on pages
1.	Love to read	vi, 4, 142
2.	Social care	3, 141
3.	Communicate/friendly	164
4.	Honest	3, 5

No	Character education	Found in on pages
5.	Discipline	39, 105, 141
6.	Hardwork	3, 4, 40
7.	Creative	1, 3, 4, 40, 105, 106, 141, 164
8.	Religious	105, 147,
9.	Curious	1, 4, 106, 141, 142, 164
10.	Responsibility	39, 105
11.	Democratic	3
12.	Rewarding achievement	3
13.	Tolerance	3

Moreover in the material presentation aspect the character education found are 17. Those are independent, communicate/friendly, responsibility, discipline, social care, caring the environment, hardwork, love to read, nationalism, curious, creative, patriotism, rewarding achievement, religious, democratic, honest, and love of peace. There only tolerance the character education couldnt found in the material presentation aspect. Creative are the most dominant character education found in this chapter, it's about 12.5% from 100% then follow by responsibility & religious 8.75%,, communicate or friendly around 7.5%, love to read, curiosity, patriotism, democratic around 5%, caring the environment, rewarding achievement about 3.75%. Whereas the less character education found in this aspect are independent, democratic, and love of peace around 1.25%. Unlike the garphic and material aspect the material presentation aspect doesnt have the part of book that accommodate most of the character education, this aspect accomodate complate almost in every chapter of the book. The character education found on this book deliver 88.56% implictly and explictly 19.47%. Here is the table of character education in material presentation aspect:

No	Character education	Found in on pages
1.	Independent	10
2.	Communicate/friendly	12, 45, 46, 63, 81, 85
3.	Responsibility	15, 25, 45, 50, 96, 113, 191
4.	Discipline	22, 25, 26, 113, 114
5.	Social care	26, 31, 81, 90, 197
6.	Caring the environment	27, 28, 68
7.	Hardwork	28, 50, 82, 84, 85, 88, 90, 98, 99, 129, 157

No	Character education	Found in on pages
8.	Love to read	58, 130, 188
9.	Nationalism	58, 63, 77, 82
10.	Curious	72, 85, 111, 125
11.	Creative	72, 81, 90, 114, 120, 125, 129, 163, 184, 185
12.	Patriotism	75, 79, 82, 91
13.	Rewarding achievement	76, 90, 175
14.	Religious	77, 81, 130, 171, 175, 186, 190
15.	Democratic	85, 109, 110, 187
16.	Honest	111
17.	Love of peace	189

2. Discussion

Character education is something important to form a quality generation. Character education is one of the tools to guide someone into a good person, so it can be able to filter unhelpful influences. Government policies through the Ministry of Education and Culture on character education in the curriculum 2013 should be greeted and supported by all parties. Character education is not only important but absolute and is done by every nation if you want to be a civilized nation. Many facts prove that developed nations are not caused by nations having abundant natural resources, but nation who has superior characteristics like honesty, hard work, responsibility, and others.

The researcher analyzed character education in English textbook of 2013 curriculum entitled English for the Future for tenth grade of Senior High school Student Published by Grafindo Media Pratama. There are three aspect that the researcher analyzed in this book to found what are character education included in this book. The aspects are garphic aspect, material aspect, and material presentation aspect. The total character education found in these aspect are 150. Material presentation aspect contribute among 67 character education, which accomodate 17 examples of character education. This aspect is the most dominant aspect that contribute the character education in this analyzed. The second one is material presentation aspect, there are 13 character education value in material presentation aspect which contribute around 35 examples of character education value. And last also the less aspect that accomodate character education value in this book is garphic aspect. This aspect accomodate

12 character education value, which accommodate around 34 examples of character education value.

The researcher found there is 18 character education in this book, those, religious approximately 7.3% found in this book, honest around 3.3%, tolerance about 0.6%, discipline approximately 12.1%, hardwork 12.67%, creative 13.3%, independent 0.6%, democratic 4.67%, curiosity 12%, nationalism 4%, patriotism 2.67%, rewarding achievement 2.67%, friendly/communicate 6%, love of peace 0.67%, love to read 6.67%, caring the environment 2%, social care 6.67%, and responsibility 9.33%. The second question is about how the character education were delivered in this book. The researcher found there is 82.14% character education were delivered implicitly in this book, while the character education delivered explicitly is about 17.86%. This presentation also as the same as the previous study *An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings The Bell (Revised 2016)* by Aprisa Marise Aminingsi. Both of this study found hardwork and curiosity as dominant character education value found in the textbook whereas caring the environment found out as the less dominant education character.

Conclusion

From the result and discussion the researcher concluded that there are 18 character education found in the English textbook of 2013 curriculum entitled *English for the Future* for tenth grade of Senior High school Student Published by Grafindo Media Pratama. The character education most discovered in this book is creative, its about creative 13%, in the book. While the way how the character education were delivered mostly is implicitly. It's about 82.14%.

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