
CHARACTER VALUES ADDRESSED IN STUDENT'S ENGLISH TEXTBOOK OF EIGHT GRADE BASED ON K 13 CURRICULUM

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ABSTRACT

This article is written based on a research that has been conducted. This research aimed to analyze the character values found in the textbook used in the 8th grade of the Junior high School "When English Rings a Bell". This research applied the content analysis method with a qualitative approach. Researcher used document, namely a textbook as research instrument. There were six steps in analyzing data: unitizing, sampling, recording / coding, reducing, inferring, and narrating. The results of the analysis showed that in general the eighteen character values were used in the book. However, the character values were still not evenly distributed. Character value that often appear was communicative value, while the character value that appear the least was religious value.

Keywords: *Character Values, Textbook, K13 Curriculum*

INTRODUCTION

Education is a very important thing in human life. Education is a process of guidance and learning planned and organized in accordance with the desired goals. Ki Hajar Dewantara (Nurmiwati, 2017:3). said the notion of education as an effort is to promote the growth of character (inner strength, character), mind, (intellect), and the body of the students. They can not be separated so that we can advance the perfection of student's lives

Education not only guides the students in terms of science, but also build the students's personality in terms of character and moral. Science acquired by students without having good character will make them do things that are negative. Therefore, these two things must be balanced so that the students grows as good persons in line with the goal of education.

In addition, Thomas Lickona (Thomas L, 2004:22) stated we have to sharper sense of how much character matters. We need good characters to have effective schools, to build a civil, decent, and just society. Therefore, we need good characters for a better life.

Character values must be carried out by all concerning in education, especially in the school environment, even outside the school environment. In the school environment, it is the roles of teachers are to model and teach the attitudes that can cause the students have good characters.

According to Lickona (2012:5) he stated that characters education has two main goals: first, to help students become smart, and second to help students to be better. The students need good characters for both, students need strength in character such as strong work ethic, self discipline, and persistence to get success in school and life. They need the power of character such as respect and responsibility to have a positive relationship and life in society. Based on Licona's statement, it can be stated that character values can help someone to understand, pay attention, and apply the values of ethics or character in daily life. Therefore, character values play an important role in the development of a nation.

Nevertheless, according to Masri fuadz (Cepi Dharma, 2011:2) (*Direktur Remaja dan Perlindungan Hak Hak Reproduksi BKKBN*) "survey results showed that the moral condition of the young generation has been broken, this is marked by the rise of free sex among teenagers, drug trafficking, student brawl, circulation of photos or porn videos, based on the survey mentioned that 63% of Indonesian teenagers have ever had free sex. All these corrupt moral problems can be solved by one of them through character value at school.

Moreover, as a developing country, Indonesian government realizes that the education is one of the fundamental keys in maintaining nation building and identity. The Government through the Ministry of National Education declared the application of character values for all levels of education ranging from elementary to higher education that began to apply in the academic year 2011/2012. The law on National Education System namely Law No. 20 in 2003 article 1 verse 1 stated that education is a conscious and planned effort to make learning atmosphere and learning process so that learners actively developed their potential to have religious value, self-control, intelligence, noble morals, and skills needed themselves, society, nation, and country.

One of the efforts to accomplish education goal as mentioned above is the learners (students) should be equipped with special education that brings the core mission of the noble character. Such education can give direction to the students after receiving a variety of science and knowledge in each field of studies, so that they can practice it in the community by

strongly holding on the character values of universal truth. In addition, great mission of national education as mentioned above requires all stakeholders have high concern to those moral issues or characters.

In addition, in learning English, students not only see anything that is explained by the teacher, but students also need references, modules, or textbooks to explore knowledge to deeper students' understanding so that their abilities can be optimized further. With the textbook, students are led to practice, train, or try out the theories that have been learned from textbooks. Textbooks are as parts of a system enforcing a sense of responsibility, morality, and culture. For this reason, textbooks used in EFL classrooms contain the primary source of information on not only culture but also language for those who study English.

In line with the implementation of the 2013 curriculum that stated by Mulyasa (E Mulyasa, 2014:7) which is based on character and competence plays the teacher as forming the character and competence of students who must be creative in sorting and choosing and developing learning methods and materials. Consequently because of the large number of textbooks, teachers should be wise in choosing the right books for students. In addition, the Government of Indonesia in the framework of implementation of the Curriculum 2013 compile textbooks for students as well discussed textbook, especially here for Junior High School Students. The textbooks are prepared and analyzed by various experts and stakeholders below coordination of the Ministry of Education and Culture.

Therefore, the Curriculum 2013 has stressed the importance of balancing students' attitudes, knowledge, and skills competencies. For that reason, English language skills are formed through sustainable learning. The researcher will use English textbooks at eight grade of junior high school entitle "When English Rings a Bell "published by the Ministry of Education and Culture to find character values on the matter textbook.

Futhermore, enriching this textbook with character value is very important. Here are the eighteen values of character as the substance to apply nation character values based on *Kemendiknas* (the ministry of national education)(Anas Irwanto, 2013:53-56): 1) Religious, 2) Honesty, 3) Tolerance, 4) Discipline, 5) Work Hard, 6) Creative, 7) Independent, 8) Democratic, 9) Curiosity, 10) Nationalism, 11) Patriotism, 12) Achievement Appreciation, 13) Communicative, 14) Peaceful, 15) Fond of Read, 16) Environmental awareness, 17) Social cares, 18) Responsibility. In this case reseacher also found that each chapter of the English Textbook contained characters value, but among the chapters are not balanced of the characters value.

METHOD

Research Design

The research design of this research is content analysis with qualitative approach.

Object of the Research


The object of this research is an English textbook for eight grade of junior high school entitle “When English Ring’s a Bell”


Technique of Data Analysis

The technique that used by the reseacher in analyzed of the data uses 6 steps, namely: unitizing, sampling, recording / coding, reducing, inferring, and narrating.





FINDINGS AND DISCUSSION

Findings




NO	CHARACTER VALUES	CHAPTERS	PAGES	STATEMENTS/PICTURES
1	Religious	I-XIII	3,4,5,9,10,13,15,17,20,21,28,40,51,53,58,59,60,76,78,96,103,111,112,115,120,127,142,144,176,and 187	 <p>The pictures in this tetxbook show that there is one girl wearing headscraft.</p>
2	Honesty	I	16	I think it easy, I love English
		IV	58	I will return this dictionary to the Library
		XI	143	I dont like math because the teacher did not explain it clearly. But now it is my favorite subject because mr. Sihombing explains it cleary
3	Tolerance	I	9	What? I dont think so. Udin doesn't like bright colours
4	Discipline	I	4	From now on we will use English in our English class, OK?
			5	From now on we will use English in the English class.
		IV	34	Use English in English Class
			40	We must wear uniform, we must wear a pair of black plants, we must wear proper shoes,



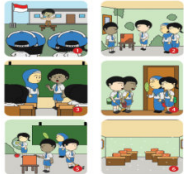

				we must not wear sandals.
			41	We must not be late to school, we must come on time, we must wait outside the gate, we sign a paper before we come to the class, we must keep our class clean and tidy, mu must not litter, we must put the garbage into desks, we must sweep the floor.
		VII	95	They get to school on time, they often speak English to their friend and t the English teacher
		XII	198	Wash the dishes straightaway afterer finish eating, sweep the flooe twice a day,turn of the light before you go to bed, dont forget water plant in the afternon,etc
			213	
5	Work Hard	I	4,9,13	We will play the roles
		II	20, 27	We will play the roles
			20	I dont think I can, But I will try
			22,29	In groups we will present, not read, the list to each other orally.
			25	If we have any problem, we will go to out teacher
		III	35	You should listen to more English song, you should sing more English song, you should understand the lyric, you should read more stories from around Indonesia and the world in English, I am sure you can if you try harder
		IV	36,38,43	We will share our suggestion to the class.
			46,48,50, 52,57,59, 61	We will Play the roles
			54,62	In groups we will present, not read, the list to each other orally.
		V	72	Identify the differebt pieces of information in each greeting card
		VI	76	We will describe what there are in the situation on the cover of this chapter
			83	We will discuss to find the parts of the lyrics that contain the given messages
		VII	87	We will discuss to identify different pieces of information
			90	We will use the sentence in the table to make good paragraph
			93	Handwrite the complete sentences on pice of paper.

			97,99	We will present, not read, the list to the class.
		VIII	102	We will take turnss presenting, not reading the sentence
			104	Make a list of 10 activities that people aond us doing right now
			105	Write 10 sentences about 10 activities we have in our table
			110 113	Write down 10 question and the answer on a piece of paper. Guess by asking a question what the people are doing
		IX	131,133	We will play roles
			137	Say the adjective into three form orally and fast.
		X	145	Identify the speaker's statements in the past and at present
			159	Identify's Dayu's statements about herself in the past and at present
		XI	170	Write Edo's statement that matches each of the pictures.
			180	Say Edo's and Udin's experiences to ech other
		XI	182,186	We will play the roles
			184	Find out the sentences that state each event or happening.
		XII	198	We learn to tell not read a long note a mother to her son
			199	Identify the messages according to the time
			201	Discuss and rewrite the sentencesand decide ehere to use capital letter
			205	Write three different note
		XII	209	Text our friends five different short messages
			220	Discuss fo find the parts of the lyric that contain given message
6	Creative	V	66,68	then we will choose one of them and copy it to our notebooks and apply different decoration
			73	We will make 3 diffeerent greeting cards for 3 diffreent occasion
		VI	86	what animal you see in picture?
		VII	117	All the students play a guessing game
7	Independent	I-XIII	18,32,44, 64,74,84, 100,1181 40,166,1 96, 216, 222	In our Journal every one of us will handwrite our refliction on our learning process. We will use english or Bahasa Indonesia

8	Democratic	I	9	I dont think so, Look he’s smiling
			10	I dont think so. I know he did’nt prepare well
		IX	128	I think Edo is very good student. He’s more diligent than od us, he always gets good mark in all subject
9	Curiosity	I	7	Excuse me maam, what’s attention in Bahasa Indonesia?
		I	12	We will ask our teacher for help if we do not know the English words we want to say
		II	25,31	If we have any problems, we will go to our teacher for help
		IV	58	Sorry Maam, May I ask my grou to help me to do it?
		V, VII	87,89,90	If we have any problems, we will go to our teacher for help
10	Nationalism	X	144	
		XI	176	
		XII	210	“ a flag ceremony will be held to celebrate our independence day on Monday, 17 August
11	Patriotism	VI	77	there are some traditional transportation: becahs, bentors, andongs, or delmans
		VIII	108	
		IX	121	
		XI	153	she taught us traditional dance and song
12	Achievement Appreciation	I	10	you Lina your story is very interesting. I like it
			16	He is dilligent and smart too
			17	Your picture is beautiful
		VII	95	both my mom and my dad are very good cook
13	Communicative	I-XIII	4,8,9,13, 20,22,25, 27,29,31, 34,36,38, 39,38,39, 40,43,46,	

			48,50,52, 54,57,59, 61,62,73, 77,79,81, 83,87,89, 90,91,93, 94,97,99, 102,109, 105,106, 107,109, 110,111, 113,117 1 20,122,1 24,127,1 29, 130,131, 134,133, 135, 137,139, 142,145, 147, 150,151, 154,155, 157,159, 162,164, 165,168, 173,180, 182,184, 186,188, 190,192, 194,195, 198,199, 201,205, 207,209, 211,212, 215,218, and 220.	<p>ork together in the group discussion and Talk with teacher, principals, and other school personnel</p>
14	Peaceful	IV	47	Thanks fo inviting me
			51	Dayu thank for the purse I like it”, Open it now lina. I hope you like it”, “ I am happy you like it”, “ let sing lina’s favorite song
		V	67	

		V	71	
		XIII	219	all the rumors all of the fight, but we always find away to make it out alive
15	Fond of read	I	11	You need to read chapter
		X	153	I learn to write and read in Grade 1 and Grade 2
			158	I also read my first English story
16	Social care	II	21	Certainly . I can and I will do it
			27	Of course. I will
			28	Certainly Sir ” and “of yes mom I will
			29	if you need any help with your laundry, please let me know, I will come to your house to help you
		III	42	We must not be noisy”, “we must respect our friend”, “we must not play around”, and “we must work at our desks
		IV	60	sure cut it into two”, “ of course”, Sure I’m done with my gift
			61	Can I use your pen? Sure take the green one
		XI	183	at 10.30 my parent and I took Mrs Wayan to hospital
17	Enviremental Awarness	I	10	It’s very dirty, Ma’am some people don’t care” and the student take the broom
			14	Only both of us will clean the classroom
			17	
		III	41	we must keep our classroom clean and tidy
		VI	82	make a litte space make a better place for you and for me and entire human race
		VII	92	

			94	we make the bed and clean the house, we take care of home, we water the plants too
		IX	103	 <p>we boys and the girls are busy cleaning up the classroom. Udin is mopping the floor. Siti is sweeping the floor. Lita is dusting the furniture. Doni is putting the books back on the shelf. And Chaya is taking the rubbish to the rubbish bin outside.</p>
			116	
		X	153	She also taught us to plant trees and take care of the garden
			158	we make the bed, we wash and iron our cloth we also dust the furniture we sweep and mop the floor every day
		XI	176	
		XIII	198	wash the dishes after finish eating
18	Responsibility	VII	92	 <p>He feeds the animals every day. She prepares food and drinks for the weekend party meeting.</p>

Discussion

Based on the finding of characters value that found in the textbook, the character value that appear least is religious value and the character value that most is communicative value.

Religious is act and attitude in doing religion value of each person's belief, tolerance with other religion devotion, and live together with people of different religion. The teacher has to teach the character value to students. Since the Ministry of Natinal Education declared the application of character values for all levels of education ranging from elementary to higher education began to apply in academic year 2011/2012 in accordance with the law (*Undang Undang*) number 20 of 2003 on National Education System article 1 verse 1 states that education is a conscious and planned effort to make learning atmosphere and learning process so that learners actively developing their potential to have spiritual power religious, self-control, intelligence, noble morals, and skills needed themself, society, nation, and country.

This textbook “ When English Rings a Bell” which consist of 14 chapters can be judged as having less religious value. This due to the fact there are no one utterance in the dialogues or tasks and activities indicates religious value. The religious value just appears in the picture in the book. The pictures show only one girl is wearing headscarf.

Based on the discussion above, it can be said that , this textbook is far from ideal in concept of religious values. The religious value should be more than other characters, because religious value is basic of all character values.

In addition, Communicative is act that show happy talking, communicate, and work together with others. In this book reseacher found so many communicative value that appear in every dialogu and also the task. Communicative value have five indicators and all of them appear in the textbook, they are : work together in groups in the class, talk to classmates, hangout with classmates while taking a break, hang out with other classmates, and talk with teacher, principals, and other school personnel.

Based on the discussion above it can be said that this character value is needed by the students, because it can made them interact with other people and especially in learning English this value is very important, from the student’s activities in the textbook, it made them have a chance to more practice to speak in English and also make them more confidence and fluency in speaking.

CONCLUSION AND SUGGESTION

Based on the findings and discussions above, the result of this research showed that the concept of character values developed by Ministry of Education is already contained in the textbook. However, the character values were still not evenly distributed..

Futhermore, the character values that often arises is communicative value, while the character value that appear least is religious value. In this book, religious value is not found in utterances or texts, the values can be seen only through pictures.

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