The Inclusion of Social Character Values in Buku Bahasa Inggris for 10th Graders

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Article Info

Abstract

Textbooks play an important role in teaching and learning activities. The revisions to the curriculum still kept character education at their center, even strengthening its implementation. Indonesia's current president, Mr. Jokowi, has a plan called "mental revolution," which is contained in the 2013 curriculum. This research aims at revealing several social character values that are representing a mental revolution: (1) honesty, (2) discipline, (3) responsibility, (4) care value, (5) politeness value, (6) responsiveness value, and (7) proactive value. The research method is content analysis with a qualitative, descriptive approach. The subject was the English textbook for 10th graders, written by the Ministry of Education and Culture in 2017. The research shows that there were seven social character values in Buku Bahasa Inggris for 10th graders, written by the ministry of education and culture, dominated by the responsibility value (28.1%) and proactive value (26.3%). Discipline and responsiveness, on the other hand, are the least common social character values, appearing with frequency of 2.8% and 0.4%, respectively. The results of this study indicate that the textbook isn't good enough to be used in teaching and learning activities, and it also doesn't match Mr. Jokowi's plan.

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INTRODUCTION

The launch of the 2013 curriculum marks a shift in focus from academic achievement to character development. The goal of national education in Indonesia is to develop a nation's skills and shape its character, as well as its civilization, in order for it to become a dignified nation. The attitude domain is sorted out into spiritual and social attitudes that become the first two core competencies of the 2013 curriculum, followed by the third and fourth competencies, which are *pengetahuan* (knowledge) and *keterampilan* (skills) (Kemendikbud, 2018). Koesoemo (2017) stated that social attitude as the second core competence is what justifies the integration of character education in the teaching and learning process.

Character values are human virtues that "provide standard for defining good character" (Lickona, 2011). Muslich (2011) argues "character education, instead of being called character education, as the educational value of human morality are recognized and carried into action". There are several approaches to character education. In Indonesia, with the emergence of the 2013 curriculum and President Joko Widodo's mental revolution, the approach is curriculum-based.

Since its launch in 2013, the 2013 curriculum has gone through some revisions that prompted the government to release new iterations of textbooks. To date, there are four editions of textbooks based on the 2013 curriculum. The first edition was released in 2013, the second in 2014, the third in 2016, and the fourth in 2017. The revisions to the curriculum still kept character education at their center, even strengthening its implementation. Research that has been carried out on the implementation of character building in schools has resulted in character building not only being the responsibility of teachers in schools but also the responsibility of parents and people around students (Lestari, 2019; Chapman, 2011: Rahayu, 2017; Winton, 2008).

English language teaching (ELT) textbooks play a very important role in language classrooms. Immanuel (2012) states that textbooks are key component in most language program. Brown (2012) states that the most obvious and most common form of material support for language instructions comes through textbooks. Harmer (2007) states the majority of teachers around the world use the textbook to help students and to provide structure and direction for teachers in teaching.

The choice of language teaching materials can determine the quality of learning-teaching procedure. As part of the material used in the language classroom, the textbook can often play a crucial role in students' success of failure (Mukundan, 2011).

The content analysis focused on social character values based on the 2013 curriculum, which was discovered in textbooks is still limited in Indonesia. One study focusing on a textbook regarding the embodiment of social character values using a content analysis framework was conducted by Sutari (2018) in Bandung discovers that discipline, responsibility, and confidence are values that have to be promoted as early as possible to the children and they are urgently needed for the young as long as Indonesia curriculum goal and the national educations' goal are concerned. Next, the studies that focused on character values found that not all character values are found in textbooks (Rahayu, 2017; Rukmayadi, 2016; Fitriyah et al., 2017; Hapsari, 2013). Meanwhile, Iswara (2013) argued that it makes no difference if only a portion of the character values do not appear or are found in the textbook.

The study tries to discover the way social character values, which include honesty, discipline, responsibility, care, polite, responsive, and proactive, are promoted in the textbook and investigate the extent of the potential the textbook has in building students' characters. This research differs from others in several ways. It can be found by different types of books and social character values based on the 2013 curriculum from previous research.

Underlying the use of textbooks in the teaching-learning process, this present research attempts to bridge the gap whether the revised book made by the ministry of education and culture has made progress in inserting character education into its book by examining *Buku Bahasa Inggris Kelas X* that used in high schools in Cirebon supporting president Jokowi's plan "mental revolution".

METHODOLOGY

The study deals with the inclusion of social character values in the textbook, *Buku Bahasa Inggris Kelas X*. In relation to the objective of the study, the type of research that fits the present study is content analysis. The content analysis can be done quantitatively or qualitatively. In this present study, qualitative content analysis was applied because the study deals mostly with non-numerical data in the form of language. The social character values represented in the 2013 curriculum were revealed through research. This is in line with the qualitative content analysis, which deeply investigates the social character values in the textbook. The research did not merely deal with the types of social character values in *Buku Bahasa Inggris Kelas X*, but through the social character values, we would understand how those values were applied in the textbook.

In this research, documentation was used as an instrument to obtain the data. Document observation sheets and an observation sheet checklist were used to analyze social character values in Buku Bahasa Inggris for 10th graders, written by the Ministry of Education and Culture. The instrument that was used to obtain the data was adapted from the seventh social character value in the 2013 curriculum. The data analysis procedures consist of the following steps: (1) identifying the text that contains social character values; (2) categorizing the data into several types of social character values; (3) interpreting the data by explaining the data in the sheet how the social character values are included in the textbook; (4) reporting the data in the form of how the social character values were included in Buku Bahasa Inggris Kelas X; and (5) drawing conclusions.

RESULTS AND DISCUSSIONS

After analyzing the data, I found that the in the textbook Buku Bahasa Inggris Kelas X covers seven social character values which are formulated by Ministry of Education and Culture 2017. Those character values are honesty, discipline, responsibility, care, polite, responsive, and proactive. The analysed data are shown in the following table. By the table below, the social character values which appear in Buku Bahasa Inggris Kelas X will be obvious.

Table 1. Percentage of social character values in textbook *buku Bahasa inggris kelas X*

No.	Social Character Values	Percentage
1	Honesty	12.9
2	Discipline	2.8
3	Responsibility	28.2
4	Care	8.3
5	Polite	20.8
6	Responsive	0.4
7	Proactive	26.3

Three social character values which are responsibility, proactive, and polite dominate the chart by more than a half of the total sum of the social character values in the textbook. Two social character values which are responsibility and proactive mostly found in form of imperative sentence, while polite values mostly found in the dialog.

In the fourth place, there is honesty value which is good to be implemented in daily life to build students' personality. Nowadays, the implementation of honesty in Indonesia is currently still underestimated compared to those in developed countries. The high poverty rate, causing many people to commit crimes so that honesty value is hard to find. This value will teach students to respect and try to apply this value to their own lives.

Care value, which follows, is currently a fantastic topic due to technological advances. The development of the times gave birth to technological developments, so that today's students use smartphones to socialize and communicate, which can trigger a lack of concern for the things around them because the center of their lives is in the online world now.

The next social character value that appears is discipline value. This value is so important considering the culture in our country in which discipline is undermined like hard work value, it usually is not properly taught to children. Most students used to the idea of being late in doing everything, from arriving at school ro handing in their tasks. Discipline value will teach them how to be disciplined in their lives.

The next value is barely appear in the textbook, it is responsive value.

The inclusion of honesty value in *Buku Bahasa Inggris Kelas X*

The word 'honesty' refers to the quality of being fair and truthful (Webster, 2021). Honesty value usually appears in the text or dialog in the textbook. Honesty value appears with 12.9% in all chapters of the textbook. The example of honesty value in the textbook:
Text 1:

>"*Let me introduce myself. My name is Hannah. I know your name from my friend, Caroline.*" (Buku Bahasa Inggris Kelas X, p.4)

The sentence is contained with honesty value, because the speaker introduces herself and stated that she knows about something from her friend.
Text 2:

>"*I'm 16 years old and I attend Thomas Edison High School.*" (Buku Bahasa Inggris Kelas X, p.4)

The sentence contained honesty value because the speaker tells about his/her age and school.

The inclusion of discipline value in Buku Bahasa Inggris kelas X

The word 'discipline' refers to the control gained by enforcing obedience or order (Webster, 2021). Discipline value appears in the form of a picture, which is a good medium to use as an example of how discipline value can be applied. Disipline value appears with percentage of 2.8%. On page 17, for example, figure 1.5 depicts a line of people waiting to take food. That picture teaches students the importance of being disciplined and improving the culture of queuing.

Another example can be seen on page 27, Figure 2.6, which shows several students focusing on learning. The focus of learning here is also a form of discipline for a student, and this can be a good example for them so they can apply it in their daily lives.

The inclusion of responsibility value in Buku Bahasa Inggris Kelas X

The word 'responsibility' refers to a duty or task that required or expected to do (Webster, 2021).

The value of responsibility is the most commonly found value in textbooks. The value of responsibility appears with percentage of 28.2%, usually in the form of commands or questions. Example of responsibility value in textbook:
Text 1:

>"*Listen to your teacher's explanation and do the activity as quickly as possible.*" (Buku Bahasa Inggris Kelas X, p.2)

The sentence above is contained with responsibility value, because it is stated that students must responsibly listen to their teacher's explanation and do the activity as quickly as possible.
Text 2:

>"*Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.*" (Buku Bahasa Inggris Kelas X, p.2)

From the sentence above, we can see that students must responsibly discuss something with their classmates and do the activity given by the teacher.

The Inclusion of care value in Buku Bahasa Inggris Kelas X

Care refers to things that are done to keep someone healthy, safe, etc (Webster, 2021). Care value appears both in the text and picture with percentage of 8.3%. The example of care value in textbook:
Text 1:

>"*They need lots of attention as you can imagine.*" (Buku Bahasa Inggris Kelas X, p.4)

The word 'attention' above is a form of care value, it can be implied that the speaker cares about something and reminds the second person that it needs lots of attention.
Text 2:

>"*Your dogs need a lot of attention.*" (Buku Bahasa Inggris Kelas X, p.13)

The focus of the sentence above is also on the word 'attention', where it explains that the speaker

cares for the second person's dog, so he reminds her that the dog needs a lot of attention.

The inclusion of polite value in Buku Bahasa Inggris Kelas X

Polite refers to lack of roughness or crudities (Webster, 2021). Polite value usually appears in the form of text with percentage of 20.8% in the textbook. Example of polite value in textbook:
Text 1:

"Alif, congratulations. You deserve it, Man." (Buku Bahasa Inggris Kelas X, p.23)

The sentence above is an expression of congratulations, which is a form of politeness. As a form of appreciation and courtesy, if someone achieves something, we should congratulate them.
Text 2:

"I cannot forget your collaboration with me, and I will still need your help." (Buku Bahasa Inggris Kelas X, p.23)

The sentence above also shows the value of politeness, because the speaker says that he cannot forget the collaboration between them, and the speaker also shows his politeness by saying that he still needs help from the second person.

The inclusion of responsive value in Buku Bahasa Inggris Kelas X

The word 'responsive' refers to quick to respond or react appropriately (Webster, 2021). Responsive value is a social character value that is almost never found in textbooks; responsive value is only found in textbooks with a percentage of 0.4%. Responsive values are only found in the form of text. Example responsive value:
Text 1:

"Listen to your teacher's explanation and do the activity as quickly as possible." (Buku Bahasa Inggris Kelas X, p.2)

From the sentence above, students are required to be responsive in carrying out activities as quickly as possible, so from the word "do the activity as quickly as possible," it really shows a responsive value.

Text 2:

"You have to guess what words that your teacher has shown you through a pantomime." (Buku Bahasa Inggris Kelas X, p.182)

Same as the previous sentence, the sentence above also shows a responsive value. Students are assigned to guess the words that have been demonstrated by their teacher through pantomime.

The inclusion of proactive value in Buku Bahasa Inggris Kelas X

Proactive refers to controlling a situation by making things happen or by preparing for possible future problems (Webster, 2021). The proactive value is one of the most commonly found values in textbooks, which is 26.3%. Proactive value appears in the form of imperative sentences and questions. Example of proactive value:
Text 1:

"Compare your work to your classmate's." (Buku Bahasa Inggris Kelas X, p.182)

The sentence above shows proactive value because students are assigned to compare their task and work with their classmates.
Text 2:

"Discuss with your classmates …." (Buku Bahasa Inggris Kelas X, p.190)

Same as the previous sentence, the sentence above also shows a proactive value. Students are assigned to proactively discuss the material or tasks given by the teacher with their classmates.

CONCLUSION

This study examined the seven social character values portrayed in English textbook for tenth grader of senior high school published by Ministry of Education and Culture. It can be concluded that the existence of the seven social character values isn't worthy of using and used as teaching material. From the English textbook, the most dominant percentage of social character values are responsibility value 28.2% and proactive value

26.3%. In other side, the result of discipline value and responsive value are less than 3%.

So, based on the analysis the English textbook for tenth graders of senior high school written by Ministry of Education and Culture isn't so good in represented Jokowi's plan "mental revolution" because some social character values aren't portrayed enough in the textbook.

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