

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Textbook is the most important part of the teaching and learning process and a key resource used in the classroom. The role of the textbook is to guide teachers in delivering materials and to help students understand and acquire the materials. It helps teachers and students know what lessons will be taught and enables them to accomplish learning objectives. English textbooks are used in elementary, junior, and senior high schools, as well as vocational high schools. However, before being used in the classroom, textbooks need to be reviewed and analyzed based on several components to ensure the suitability with the current curriculum. One important factor that can influence teaching and learning is textbooks (Pijarnsarid & Kongkaew, 2017). In education, the curriculum serves as a guide for educators to structure the educational system, particularly in Indonesia. Historically, the Indonesian curriculum has changed because the government aims to improve the educational system in Indonesia.

Recently, the government of Indonesia, through the Ministry of Education, Culture, Research, and Technology, has introduced a new curriculum called the Merdeka Curriculum. Merdeka Curriculum offers diverse intra-curricular learning whose content is optimized to provide sufficient time for students to explore concepts and strengthen competencies (Anwar, 2022; Purnawanto, 2022; Rahimah, 2022). Learning must be adjusted to the needs and interests of students

by selecting a variety of teaching by teachers (Kasnowo & Hidayat, 2022; Martati, 2022). The government instructs teachers to use books that incorporate character education values into the teaching and learning process.

In the Merdeka Curriculum, the term Pancasila Student Profile is a formulation of character education. The Pancasila character is emphasized because it is considered a national character that adapts to Indonesian culture (Srirahmawati & Hunaifi, 2022). This character aims to realize an era that embodies the values of Pancasila which consists of six characters: 1) faith and fear of God Almighty and have noble character, 2) global diversity, 3) mutual cooperation, 4) critical reasoning, 5) independent and 6) creative (Ministry of Education and Culture, 2020).

It is expected to create the next era of Indonesia to realize the nation's vision and face future challenges by integrating the Pancasila Learner Profile into the Merdeka Curriculum (Ministry of Education and Culture, 2020). The English textbooks expected under the Merdeka Curriculum are anticipated to reflect the character values as mandated by the Ministry of Education and Culture, including in the reading texts offered to students. In reality, there are certain character values that are less or not sufficiently represented in the reading texts provided by English textbooks under the Merdeka Curriculum. Therefore, it is important to ensure that the entire spectrum of character values desired by the curriculum is well reflected in the teaching materials. This research will note the types of character values that are actually represented in the existing reading texts and

whether these representations align with expectations or still require further adjustments.

Character values can be integrated into various aspects of life, including in the family, community and society, and school. In the family, parenting that provides examples, establishes habits, and fosters open communication can instill values such as honesty, hard work, and respect. Community and society also play crucial roles in instilling character values through programs like community service, environmental initiatives, and social services, which emphasize cooperation, social responsibility, and environmental awareness. In schools, education significantly contributes to shaping individuals' characters through the learning process and the cultivation of habits in students (Furkan, 2013).

However, this study does not examine all of these aspects comprehensively. Instead, it focuses on schools to investigate character values, in terms of character Pancasila values which is included in the reading materials of English textbooks, so that teachers not only deliver the material itself, but also instill character education values. Many studies and experts have formulated what character education should be included. The Indonesian government, Ministry of Education (2010), published the book “Character Education Master Design”, which states that there are 18 values identified through empirical studies conducted by the Curriculum Center. The values are sourced from religion, Pancasila, culture, and national education goals. The values are: religiousness, honesty, tolerance, discipline, hard work, creativity, independent, democracy, curiosity, nationalism, patriotism, appreciation, friendly/communicative, love of

peace, reading interest, environmental awareness, social awareness, and responsibility.

Character values that support character education should be included in textbooks. In English textbooks, reading is a crucial part that stimulates thinking skills. In this section, students can find information from written texts, obtain information, and improve their science and knowledge. Through the text, the content of the book can integrate character. There are various texts provided in textbooks. By reading these texts, students can learn values and apply them in social life. This makes the reading section an effective material for developing students' character by identifying values either implicitly or explicitly. Fahmy et al. (2015) state that character education is very important for students because it can help develop their knowledge and skills in formal education. For example, if students have creative values, it means they like to create something or give their ideas that can develop their knowledge to be more intelligent or can help in creating something useful for the future.

However, character degradation among young people in modern times is a phenomenon. Recent phenomena show that student behaviors such as indiscipline, bullying, and abuse of authority are occurring instead of decreasing. This indicates that character values in textbooks have not been conveyed effectively. In addition, teachers may not know English textbooks that have good material or are in accordance with the curriculum. Therefore, by using textbooks, teachers should emphasize the character education values in the reading texts, help students learn a lot from the materials as well as apply them in their lives.

Based on the writer's observations of the textbook *BAHASA INGGRIS: Work in Progress SMA/SMK/MA X* for the tenth grade of SMA Swasta Muhammadiyah 19 Stabat, character education values are present in the reading texts. For example, in chapter 1, the text states, "*Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening.*" The underlined sentences of the text represented mutual cooperation (hard-work), one of character values. Another example from chapter 1 states, "*Leani Oktilla Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making it three gold medals in the three competitions she played in. She was 20 years old when the motorcycle accident happened, her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves. An aspiring badminton player before that day, Ratri Oktilla thought her career was over, but encouraged by her family and inspired by watching other Paralympians, she picked up the racket again.*" The first underlined sentence in the text is represented mutual cooperation (appreciation), one of character values. The second underlined sentence in the text is represented mutual cooperation (social awareness), another character values.

Based on the explanation above, character values are contained in the reading texts in an English textbook. In this study, the researcher uses textbooks as the main material in school. The researcher used textbooks compiled directly

by the Ministry of Education to see the implementation of character education in the Merdeka Curriculum. This study focuses on the ways to implement character values. There are differences between previous research and this study, namely the textbook used and the object of research. In previous researches, the textbooks used were from the 2013 Curriculum, while in this research, the researcher chose an English textbook from the Merdeka Curriculum. Additionally, the previous research focused on content, utterances, and pictures in the textbooks, whereas this current research analyzes the reading texts for the first and second semesters according to the grade X syllabus.

The first previous research was conducted by Aminingsih (2021) entitled “An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings The Bell (Revised 2016).” This study employed content analysis techniques along with semi interviews with English teachers to gather their perceptions of character education and the English textbooks used in their schools. The second previous research was conducted by Gailea et al. (2019) with the title “An Analysis of Character Education of English Textbook ‘When English Rings a Bell’ for Eighth Grade of Junior High School.” This study used a qualitative approach with content analysis, focusing on utterances and pictures in the textbook. The third previous study was conducted by Alvionita and Arifmiboy (2020) entitled “Character Education Values on Dialogue in English Textbook Entitled Bahasa Inggris Think Globally Act Locally.” This study aims to identify the character education values present in

dialogues within the English textbooks for ninth grade students in the first semester.

Considering the above statement, the researcher is interested in analyzing the texts in English textbooks for senior high school. Texts provide students with information about various topics covered in the chapters. This information can include knowledge or specific messages that the author wants to convey, or both. Moreover, texts should present certain character values as intended by the author. Therefore, the researcher will examine the texts to identify these character values. Finally, the textbook to be evaluated is entitled *BAHASA INGGRIS: Work in Progress* for grade X of senior high school. The researcher applied six dimensions and eighteen character values, as outlined by the Ministry of National Education, to assess national character education. Thus, the title of this research is "Character Values of Reading Materials in English Textbook for the Tenth Grade Senior High School Students."

1.2 Problem of the Study

Based on the background of the study, the research problem of this study is formulated as follows:

1. What character Pancasila values are reflected in the reading materials of the textbook "BAHASA INGGRIS: Work in Progress SMA/SMK/MA X"?
2. How are the character Pancasila values reflected in the reading materials of the textbook "BAHASA INGGRIS: Work in Progress SMA/SMK/MA X"?

1.3 Objective of the Study

Related to the question, this research aims to analyze the English textbook used in senior high schools are as follow:

1. To investigate characters that can be found in the texts of English textbook entitled “BAHASA INGGRIS: Work in Progress SMA/SMK/MA X”.
2. To describe the techniques of integrating characters in the texts of English textbook entitled “BAHASA INGGRIS: Work in Progress SMA/SMK/MA X”.

1.4 Scope of the Study

This study focuses on analyzing the character education values in the texts of the English textbook for tenth-grade students. It specifically examines the Character of Pancasila Students values, based on the six dimensions outlined by the Ministry of Education and Culture. Furthermore, the aim of this investigate is to evaluate the character values which is presented in the tenth-grade textbook.

1.5 Significant of the Study

The research is expected to provide both theoretically and practically contributions to teachers and students.

1. Theoretically: This study aims to develop English language learning in accordance with the Merdeka Curriculum.
2. Practically:

a. For the English teachers

The researcher hopes that this study will encourage teachers to enhance their knowledge and develop their competencies in classroom teaching activities. Understanding the characters integrated into the textbook will help teachers effectively convey these values to students. It also aims to assist teachers in selecting textbooks with well-integrated character elements.

b. For the students of Grade X of Senior High Schools

Students are expected to apply positive characters in daily life and become better individuals by recognizing the characters integrated into the textbooks.

c. For textbook authors and publishers

This research provides valuable insights for writing and publishing English textbooks in accordance with Merdeka Curriculum. Authors can use this information to improve the quality of their textbooks, ensuring that they are useful for teachers and students.

d. For other researchers

The researcher hopes that this study can serve as a valuable resource for other researchers interested in conducting similar or advanced research. Future researchers can use this study as a reference and guide for their own research.