An Analysis of Character Education Values in Tenth Grade English Textbook in Merdeka Curriculum

Caterine Putri Octavia[1], Natalia Anggrarini[2], Atikah Wati[3].

English Education Department, Faculty of Teacher Training and Education Science, Wiralodra University.

Article Info

Abstract

Character education values play an important role in influencing students to build morale and integrity. This research aims to investigate the character education values contained in the textbook specified in reading text. This research used qualitative method using the content analysis technique to tenth grade English textbook entitled pathway to English. This research used 18 characters education values from Kemendiknas and 3 characters education values from Pancasila Student Profile qualification. The instrument used in data collection is document. Documentation used is the content of textbook specifically in reading text. The result showed that 15 characters education values were found with a total frequency of 57 sentences from 16 reading texts in the textbook entitled Pathway to English. This research implies communicative values, especially in character education values which raises various ideas, issues, facts and stories that contain character values with the aim of being moral education for students. This research suggested other researchers to conduct the research about the technique in integrating character in English textbook.

Corresponding Author:

Name: Caterine Putri Octavia

Institution: *English Education Department, Faculty of Teacher Training and Education Science, Wiralodra University.*

Email: caterinextkj1onewie@gmail.com

INTRODUCTION

Character education values play an important role in influencing students to build morale and integrity. According to Istandy (2019), character education is a solution that can change character and reduce moral degradation. In an educational environment, students are expected to have a good attitude, behaviour and speak. So, to achieve these standards, students need character education that is able to guide students to be able to grow to have good character values. Because a character can be interpreted as an attitude, behaviour, way of thinking, and acting or as a person's life character (Ningrum, 2022). There are several important aspects that influence students character values. Such as association, environment and how the closest people communicate. It is also supported by Lickona (2006), that character education is an effort by schools, families, and communities to help young people understand, care about, and act upon core ethical values.

Furthermore, the character of education has been implemented in all schools in Indonesia. In connection with the implementation of the new curriculum, that is Merdeka Belajar - Kampus Merdeka (MBKM) or independence curriculum. This curriculum integrates the application of strengthening

Technology Innovation on Language Learning: Unlocking the Ingenuity of Local Wisdom, Connecting the World through Technology

ISSN: 2828-6561

student character. Merdeka curriculum is expected to be able to develop the competence of students, not only from the value of knowledge but also from the development of character education. As the 2013 curriculum changes into Merdeka Curriculum, there is a change in character education value, which previously five characters values changed into six characters values in accordance with the Pancasila Student Profile. The 6 characters values has been conveyed by the Minister of Education and Culture, Nadiem Anwar Makarim in the Merdeka Learning episode, they are believe, fear God, and noble character, global diversity, mutual cooperation/collaboration, creative, critical thinking, and independent. Meanwhile, The Ministry of National Education (Kemendiknas) has established the basis of character education that is rooted in 18 values of cultural education and national character. 18 characters values according to Kemendiknas are Religiousness, Honesty, Tolerance, Discipline, Hardworking, Creativity, Independence, Democracy, Curiosity, Spirit of Nationality, Patriotism, Achievement respect, Communicative, Peacefulness, Reading interest, Environmental care, Social Care, and Responsibility. Both character values are relevant to the expectation of Merdeka curriculum, in which students must be able to fulfilled what they need autonomously and be responsible for what they have done (Suyanto et al. 2019).

Teaching character values to students is an important rule in school. This teaching can be done in several ways, such as making rules, direct examples or through the media of the material being taught, which is represented in the textbooks. Textbook is a medium used to transfer knowledge to students. According to Zainil (2019) Textbook is basically the main indicator for achieving learning goals in the classroom. Therefore, schools and teachers are required to provide appropriate textbooks to be given to students with the hope of being able to achieve learning objectives. According to Sari et al. (2022), the teacher must be able to choose a textbook that fits the following criteria: (1) relevance to the curriculum, (2) increase student motivation, (3) stimulate student activity, (4) use understandable language, (5) and contains character education values. The five criteria should generally be included in the English textbook. According to Merdeka curriculum, the textbook on this curriculum must contain the character values stated in the Ministry of National Education regulations (Kemendiknas) and the Pancasila Student Profile. Therefore, character education in Merdeka curriculum is expected to build better character of students.

Some researchers have investigated about the values in characters education. First, the study from Purnomo et al. (2022). He reported that in Indonesian language book for Class X of Merdeka Curriculum entitled "Cergas Cerdas Berbahasa dan Bersastra Indonesia" contained 19 values of character education from Kemendikbud qualification; creative, reading pleasure, religious, environmental care, responsibility, social caring, honesty, work hard, national spirit, homeland love, critical thinking, business power, democratic, discipline, compassion, politeness, prudence, cooperation, and self-control. Second, the study from Sari et al. (2022). She reported that out of 18 values of character education from 2013 curriculum, four of them (tolerance, curiosity, democracy, and love for the homeland) were not found in the English textbook for 11th grade senior high school students. Third, the study from Wardani et al. (2019). She reported that there were 17 characters education values from 2013 curriculum presented in the speaking script of English textbook entitled Bahasa Inggris SMA/SMK for grade 12. Those previous studies, focused more on investigating the characters education values based on Kemendikbud qualification. Meanwhile, in accordance with the implementation of the new curriculum, that is Merdeka Curriculum, there is an educational system that must be implemented, that is the Pancasila student profile. Pancasila student profile (PPP) presented by the Minister of Education and Culture, Nadiem Anwar Makarim, they are global diversity, collaboration and critical thinking. To fill this gap, this research

Technology Innovation on Language Learning: Unlocking the Ingenuity of Local Wisdom,
Connecting the World through Technology
ISSN: 2828-6561

focuses on analyzing the frequency of character education values based on Kemendiknas and Pancasila student profile in conversation text in tenth grade English textbook from Merdeka Curriculum.

METHOD

This research involved qualitative method and using the technique of content analysis. According to Putra (2016), qualitative method is the research design where in the process of analysis always explains and describes the data that obtain from the sample, information and research object through the sentences or clauses as detail. In this research, researchers clasified the frequency of character education values which consist from two sources with a total of 20 types of character education values which analyzed from the content in the English textbook entitled Pathway to English, published from Merdeka curriculum.

Instruments

The instrument used in data collection is document. Documentation used is the content of textbook specifically in reading text. The following is the order of the reading texts in the English textbook *Pathway to English*:

Table 2.1. List of Reading Text

No	Unit	Title	RT	Page
1	Unit 1	Text 1: Rough face girl	RT 1	11
2		Text 2: Superman	RT 2	12
3	Unit 2	Text 2: TMII	RT 3	30
4		The giant glass slipper building of Taiwan	RT 4	38
5		Casa terracotta	RT 5	38
6		Text 1: fish building	RT 6	48
7		Text 2: mimetic architecture	RT 7	48
8	Unit 3	The history of black death	RT 8	64-65
9		Covid-19 pandemic from Wuhan to all over the world	RT 9	65-66
10	Unit 4	Dos and don'ts in wearing a mask	RT 10	91
11		How to use a pulse oximeter	RT 11	93-94
12		How to make hand sanitizer	RT 12	102
13	Unit 5	MOQ	RT 13	120
14	Unit 6	Text 1: stop plastic pollution	RT 14	146-147
15		Text 2: electric bike	RT 15	147-148
16		Protect our planet	RT 16	160-161
Total		**16**		

Procedures

The following are the steps in the procedure of this research:

1. The researcher determines the type of book to be analyzed. In this research, the researcher using the English textbook for the tenth grade from Merdeka curriculum.

2. The researcher reads carefully in every unit which consist of conversation text.

Technology Innovation on Language Learning: Unlocking the Ingenuity of Local Wisdom,
Connecting the World through Technology

ISSN: 2828-6561

3. The researcher read, analyze, and determine every content of conversational texts that are intended to determine the value of character education.

4. The researcher identifies and give the mark in the text which contains the character education value.

5. The researcher counting the frequency of character education values found in the textbook.

Data Analysis

In analyzing the data, this research used the techniques of content analysis suggested by Krippendorffs (2004) step, there are:

1. Unitizing: First, the researcher specifies the content of the textbook into some parts that will be analyze.

2. Sampling

Second, for the sampling the researcher chooses all the reading text and conversation text in the textbook that will be analyze according to the content of character education values.

3. Recording/Coding

Third, the researcher gives the coding or the term content analysts that used to the data found.

The code that will use are:

U1, U2, U3, ...   : Unit 1. Unit 2, Unit 3.

RT 1, RT 2, ...   : Reading Text 1, Reading Text 2.

P1, P2, P3, ...   : Page 1, page 2, page 3.

4. Reducing data to manageable representations

Fourth, to reduce the data to be analyzed the researcher categorizes the data first. In this research the researcher will categorizes the character education values found in every part of the unit.

5. Abductive inferring contextual phenomena

The last, the researcher counted all the conversation texts found and divided them into each character.

RESULTS AND DISCUSSION

Here is the result of the research.

Table 3.1 The Frequency of Characters Education Values found according to Kemendiknas and Pancasila Student Profile

No	Sources	24 Characters	Frequency
1	Kemendiknas	Religiousness	1
2		Honesty	5
3		Tolerance	1
4		Discipline	1
5		Hard Working	7
6		Creativity	9
7		Independence	2
8		Democracy	0
9		Curiosity	8

Technology Innovation on Language Learning: Unlocking the Ingenuity of Local Wisdom,
Connecting the World through Technology

ISSN: 2828-6561

10		Spirit of Nationality	0
11		Patriotism	2
12		Achievement Respect	0
13		Friendly/Communicative	0
14		Peacefulness	1
15		Reading Interest	0
16		Environmental Care	11
17		Social Care	5
18		Responsibility	1
20	Pancasila Student Profile	Global Diversity	1
21		Mutual Cooperation	2
22		Critical Reasoning	0
Total			**57**

Based on the table above, 57 characters education values were found in tenth grade English textbook from Merdeka Curriculum entitled *Pathway to English*. The total frequency is 1 Tolerance, 1 Religiousness 1, 5 Honesty, 1 Tolerance, 1 Discipline, 7 Hardworking, 9 Creativity, 2 Independence, 8 Curiosity, 2 Patriotism, 1 Peacefulness, 11 Environmental Care, Social Care, 1 Responsibility, 1 Global Diversity and 2 Mutual Cooperation.

Based on the data, The most implementation of character education values found is environmental care character. In environmental care, there are many explanations on how to protect the environment from a health perspective and also contains several examples of cases from the spread of viruses, wastage of natural resources, to various steps taken in order to prevent the spread of disease. As one of the example:

Always wear masks whenever you are in crowded public spaces. They help protect us from the spread of COVID-19.
(Extracted from RT 10)

The often frequent of environmental care implemented in this book is related with the implementation of Merdeka curriculum created after the Covid-19 pandemic which has replaced offline learning in schools to online learning for the past 2 years. Therefore, this textbook aims to make students remember the importance of maintaining health and build awareness of environmental health. This is similar to the findings by Purnomo, et al. (2022), he states that environmental care character is an attitude possessed by someone who is able to love the environment. Thus, there is no damage and maintenance and develop the surrounding environment remains beautiful.

CONCLUSION

Based on the data which have been taken from the result analysis data, it can be concluded that the types of characters education values found in tenth grade English textbook entitled Pathway to English from Merdeka curriculum based on Kemendiknas (2017) theory were; honesty, tolerance, discipline, hardworking, creativity, independence, democracy, curiosity, communicative, peacefulness, reading interest, environmental care, and social care. While, types of characters education values based on Pancasila Student Profile (2023) theory were; mutual cooperation, and critical reasoning. The frequency of characters education values based on Kemendiknas (2017) and Pancasila Student Profile (2023) theory were 15 characters in 57 sentences. The most implementation of character education values found is environmental care character. While six other characters (democracy, spirit of nationality, achievement respect, friendly/communicative, reading interest and critical reasoning) were not found in the textbook.

Other researchers can use this research as an additional reference and comparison in textbook research. Other researchers can also conduct the same research using different textbooks to provide new insights and perspectives in researching the content in the textbook. This research is only limited to researching conversational texts. It would be more interesting if other researchers also observed more types of text that usually appear in every textbook, such as reading text and also the technique in integrating character.

REFERENCES

Istandy, E. L. (2019). Character Education Analysis of An English Textbook Entitled *Pathway to English for Senior High School Grade XI General Programme.*

Kemdikbud. (2023). *Profil Pelajar Pancasila.* From https://cerdasberkarakter.kemdikbud.go.id/profil-pelajar-pancasila/

Lucky, N. (2017). 18 Nilai Dalam Pendidikan Karakter Versi Kemendiknas. *SCRIBD.*

Ningrum, A. P., Suntoko., & Pratiwi, W. D. Analisis Struktural dan Nilai Pendidikan Karakter dalam Novel Doriyaki Karya Andori Andriani. *Bahtera Indonesia. J. Penelit. Bhs. dan Sastra Indonesia*., vol. 7, no. 1, pp. 13–28, 2022. https://doi.org/10.31943/bi.v7i1.139

Ningrum, A. P., Suntoko., & Pratiwi, W. D. Analisis Struktural dan Nilai Pendidikan Karakter dalam Novel Doriyaki Karya Andori Andriani. *Bahtera Indonesia. J. Penelit. Bhs. dan Sastra Indonesia*., vol. 7, no. 1, pp. 13–28, 2022. https://doi.org/10.31943/bi.v7i1.139

Putra, S. H. (2016). Cara-Cara Penulisan Karya Ilmiah Populer dan Karya Imiah Akademik. Pekanbaru. UNRI Press.

Sari, N. P., Muhayyang, M., & Korompot, C. A. (2022) An Analysis of Character Education Values in Year 11 Highschool English Textbook. *Journal of Excellence in English Language Education,* Vol.1.

Suyanto, T., Pramono, M., & Sari, D. A. P. (2019). Multicultural Leadership of Student Activists to Creating Democratic Campus. 335(ICESSHum), 292– 297. https://doi.org/10.2991/icesshum-19.2019.47

Wardani, E. A., & Tasnim, Z. (2019). Analysis of Character Education Values in the English Textbook for the Twelve Grade Senior High School Students; Bahasa Inggris SMA/SMK. *Jurnal Pendidikan Karakter*