

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In a global view, Character education can be defined as the gaining and empowerment of virtues (qualities), values (ideals and concepts), and the ability to make good decisions comprehensively for world-wide life and a prosperous society. Facing the challenges of the 21st century requires a sustainable struggle to nurture in students personal growth and the capacity to fulfill social and community tasks as global citizens. According to The Center for Curriculum Redesign (CCR), the general aims of character education are to build a basis for lifelong learning, to reinforce successful relationships in all settings of life, and to enhance personal values and virtues for active participation in a globalized world (Bialik et al, 2015:2). The CCR also stated that practices of character education will involve a wide range of pedagogical activities, which require useful tools for the purpose of optimal outcomes of character education. The CCR's Geneva Declaration in Bialik (2015:25) has claimed that character education needs improvements in teachers' professional development through rethinking what and how to teach character in order to support overall development of students.

Character education in the field of education has long been one of the major goals of national education in Indonesia. National Education Act, 2003, Clause I stated that one of the national education goals is to develop the learner's

potential, intelligence, personality, and noble character. In this case, education is intended not only to establish intelligence, but also to develop good personality or character. Beside on the national regulation of character education in Indonesia, many good characters are also encouraged in the visions of every educational institution in Indonesia. Commonly, those institutions are not only concerning on producing intelligent individuals, but also individuals who have high moral standards (Mulyatiningsih, 2015). Moreover, in the currently applied *Kurikulum 2013*, it is stated in the basic competencies and the core of the curriculum that the particular curriculum is designed mainly for the purpose of the development of affective aspects of students in Indonesia (Kemendikbud, 2017:10). Affective aspects are strongly related to the manifestation of character values of individuals.

Lickona (1996) stated character education as a concept of developing a moral consciousness that emerges from psychological, social learning and cognitive development framework to develop a student character. (Lickona, 1996 as cited in Ubay, 2019:1). Based on that statement, character education can help students develop moral awareness, social awareness, and cognitive development of students. With the formation of that character education values, students are expected to have good character as one of the valuable learning output (Ubay, 2019).

Concerning the importance of character building for students in Indonesia, the current applied *Kurikulum 2013* in the national education system has been focusing on implying good character values in educational process. This can be clearly seen from the emphasis of the affective aspects (attitude) over the

cognitive (knowledge) aspects and the psychomotor (skill) aspects as the three major concerns of the output of teaching and learning processes.

Moreover, President Joko Widodo through The Ministry of Education and Culture in Indonesia has been establishing a program called Penguatan Pendidikan Karakter (PPK) since 2016. (Kemendikbud, 2017). In English, it can be translated as The Reinforcement of Character Education. According to the program, there are five main values of good characters to be prioritized in the national education system in Indonesia. Those are classified into the value of religion, the value of nationalism, the value of independency, the value of integrity, and the value of mutual cooperation. This study is focusing on only one of the values represented in English textbook, which is the value of mutual cooperation. From the global perspective, mutual cooperation has been a concern in order to achieve beneficial success with the collaboration among Asian countries and European countries in the upcoming era of 21st century skills advancement (Zemin. 1997:12-16; Rongji 2003).

According to the Penguatan Pendidikan Karakter (PPK), a program that encourages character education in Indonesia conducted by Kemendikbud, the value of mutual cooperation reflects the spirit to cooperate contributing on solving social problems, friendly communication, and the empathy of helping each other. Actions that represent this value are respect for each other, inclusivity, teamwork, solidarity, empathy, partnership, voluntary, anti-discrimination, and anti-violence (Kemendikbud, 2017).

English textbook has been one of useful media in teaching and learning processes. In the terms of selecting learning materials, particularly textbooks in Indonesia, various considerations are established. Several studies concerning character building values in English textbooks in Indonesian context had been conducted in previous times. Ubay (2019) did a content analysis concerning eighteen character values in English textbook for Indonesian eleventh graders, Yulianti (2014) had done a similar study the context of Indonesian seventh graders, Jazadi (2015) had done a critical review of English textbooks applying a character-based curriculum. Many other researches also analyzed the implementation of character values in English textbooks (e.g. Iswara, 2013; Hapsari, 2013;). However, those studies had only investigated English textbooks published by Indonesian authors, made exclusively for Indonesian students. In addition, those studies mainly discussed character building values in general rather than focusing on one particular value in English textbook. Therefore, the recent study aims to analyze one character building value (based on the priority from The Indonesian Ministry of Education and Culture). in an English textbook published by foreign author, used in a junior high school in Indonesia.

This particular study will analyze the mutual cooperation values as one of the priority of character building education according to The Indonesian Ministry of Education and Culture (Kemendikbud). in *“English in Mind Second Edition (Student’s Book Starter) Special Edition”*. Mutual cooperation has been an interest for this study because of its importance, concerning the character building aspect in Indonesia and the fact that mutual cooperation has been an essential culture that defines the character of Indonesian people. Furthermore, the global

perspective of mutual cooperation in the advancement of 21st century skills indicates the prominent role of values of mutual cooperation as a part of character education in general.

The English textbook that will be analyzed entitles “*English in Mind Second Edition (Student’s Book Starter) Special Edition*” an EFL textbook edition series published by Cambridge University Press. The special edition textbook of the series includes several contents which represent Islamic culture (e.g. pictures of women wearing hijab in several dialogues, picture of mosque, etc). Based on that fact, it makes it relevant for the textbook to be used by seventh graders of every SMP Islam Al-Azhar, a well-known Islamic junior high school in Indonesia. Published by a popular foreign publisher, this textbook absolutely must have had various stages of planning, writing, and production of “*English in Mind*” edition. It might as well contain good character values, influenced by culture from outside of Indonesia.

Mulyatiningsih (2015) also stated that there are increasing concerns and research interest of character education in the educational field, due to the increased numbers of negative characters appear in many occasions various forms, from bullying that occurs between young learners, to many plagiarism cases among youngsters and adults (p.5) .

1.2 Research Question

How the values of mutual cooperation in the English textbook entitled “*English in Mind Second Edition (Student’s Book Starter) Special Edition*” are promoted? :

- a) What are the expressions and sentences existed in the English textbook that are considered to have values of mutual cooperation?
- b) What makes those expressions and sentences have values of mutual cooperation?
- c) To what extent values of mutual cooperation are represented in the English textbook?

1.3 Purpose of the Study

The purpose of the study are to analyze values of mutual cooperation as a part of good characters (based on The Ministry of Education and Culture in Indonesia) represented in the English textbook entitled "*English in Mind Second Edition (Student's Book Starter) Special Edition*", and to provide an appropriate description regarding to what extent the value of mutual cooperation is being encouraged in the textbook.

1.4 Scope of the Study

This study focuses on how values of good character, particularly the values of mutual cooperation as one of the prioritized values for Indonesian students (Kemendikbud, 2017) are represented in the English textbook entitled "*English in Mind Second Edition (Student's Book Starter) Special Edition*" used by the students of grade seven at SMP Islam Al-Azhar. The contents of the English textbook that will be analyzed are only the English language features shown in the textbook. Given that statement, pictures and audio materials are excluded to be examined. The indicators of the values of mutual cooperation itself will be based on the classification of mutual cooperation values stated by Indonesian Ministry of Education and Culture in PPK program. Among those values are respect for

each other, inclusivity, teamwork, solidarity, empathy, partnership, voluntary, anti-discrimination, and anti-violence (Kemendikbud, 2017).

1.5 Significance of the Study

The findings of this study can be used as the further consideration in selecting English textbook from foreign publishers for EFL students, especially concerning the students' need of learning English. The findings can also promote the importance of mutual cooperation value to be implemented in character education in school, especially in Indonesian context where mutual cooperation is one of the characteristics of the nation.

The findings of this study can also give insight about the use of English textbook from foreign publishers for the junior high school students in Indonesia.

