

CHAPTER I

INTRODUCTION

1.1. Background of the Study

According to Character Education Partnership (2005), character building is a national movement in creating schools that foster ethical, responsible and caring young people by modeling and teaching good characters through emphasis on universal values that we all share. It is the intentional and proactive effort done by schools, districts and states to instill the students about ethical values such as caring, honesty, fairness, responsibility and respect for self and others. Character building is not a “quick fix” (Character Education Partnership, 2005, p.151). It means that character building is a long term project that needs support from all parties to reach the goal.

Based on *Undang-Undang Sistem Pendidikan Nasional* Tahun 2003 about the main objective of Indonesian education: The President Regulation No. 87 Year 2017 about *Penguatan Pendidikan Karakter*, it states that *Penguatan Pendidikan Karakter* should integrated in the 3 activities in the school:

“Tujuan pendidikan nasional adalah mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan YME, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga Negara yang demokratis serta tanggung jawab”

There are 5 main character values to be developed based on *Penguatan Pendidikan Karakter* (PPK) which are religiosity, friendship, nationalism, independent. Strengthening character education (PPK) has the goal to build and equip learners as the golden generation of Indonesia Year 2045 with the soul of Pancasila education and good character in order to face the changing dynamics in the future. As well as developing national education platform that put character education as the main soul in organizing education for learners with support public involvement through

formal, non-formal education track, and informal with attention to cultural diversity, Indonesia and revitalize and reinforce the potential and competence of educational personnel, educators, students, community, and family environment in implementing PPK.

The Organization of the Educational Unit on line PPK formal carried out activities in integrated *intrakurikuler*, *kokurikuler*; and the organization of *ekstrakurikuler* activities in a PPK. *Intrakurikuler* is a learning activity for the fulfilment of the burden of learning in the curriculum in accordance with the provisions of laws-invitation. *Kokurikuler* activity is an activity carried out for the strengthening, deepening, and/or enrichment activities *intrakurikuler*. *Ekstrakurikuler* activities are activities of character development in the framework of the expansion potential, talents, interests, abilities, personality, teamwork, and self-reliance learners optimally.

Straightening character education is carried out by applying the values of Pancasila in character building mainly includes religiosity, honesty, curiosity, nationalism, love of the fatherland, achievement appreciation, communicative, love of peace, fondness of reading, environmental awareness, and social care.

Realization of Strengthening Character Education (PPK) as the main foundation of the development of the national character and is the transformation of the cultivation of the values of Pancasila in a sustainable way, especially through the role model of principals, teachers, parents, and the entire figure. The standalone implementation and gradual PPK year 2017 at the level of junior high school were integrated in every subject, not only in PPKN or Religion subject, but also in English subject.

English becomes the first foreign language in the world. Many English teachers use textbook or coursebook that is English language. This thing is done by the English teacher to follow the development of era. According to Brown (2003: 136) states that the most obvious and most common form or material support for language instruction comes through textbooks. An English textbook has an essential role in English as a

Foreign Language (EFL) classrooms. The use of English textbooks has prominent value for both teachers and students. Harmer (2007) states that the most important aspect of textbook is used by the teachers to engage students with the content they are going to be dealing with. This meaning pressures textbook is all of something that can used to facilitate learning in the teaching and learning process (Tomlinson, 2017, p.143). The teachers can select appropriate materials in textbook which is suitable for their student needs or develop their own materials. Nevertheless, there are still some teachers who depend much on the textbook because they are unlikely to make their own teaching materials. Thus, they just use the textbook as the main resource for their teaching activities.

Regarding those facts, teachers should select good textbook as an important aspect in teaching and learning process. The teachers have to determine whether the textbook appropriate for their students or not. Since, character building has become an objective in education system, the researcher tries to analyze the textbook to find out whether character building values are presented in English textbooks of *Buku Sekolah Elektronik* (BSE) for Junior High School or not.

In this era, an education field uses curriculum 2013 as tool to conduct the teaching learning process. An education field has used Curriculum 2013 since 2013. An education field also does upgrading to complete Curriculum 2013. The Curriculum 2013 gets upgrading about three times. The improvement of Curriculum 2013 has started in 2013. The second improvement is in 2014 and the last improvement is in 2016. In this study, the reasons of the researcher choosing *Buku Sekolah Elektronik* (BSE) English textbooks for Junior High School because these books based on the Curriculum 2013 from the government that gets upgrading in 2017. The second reason was this book is a newly produce as a recommendation for the textbook reference spreading out through the Junior High School students.

Studies in analyzing characters in textbooks have been conducted by some researchers. One of the studies is by Aslamiyah (2012) in the thesis entitled *Integrasi Nilai-Nilai Pendidikan Karakter dalam Buku Pelajaran Bahasa Inggris SMP sekab*

upaten Kotabaru Kalimantan Selatan (Integration of Character Education Values in English Textbooks of Junior Secondary Schools in Kotabaru Regency, South Kalimantan). The study used document analysis to analyze the data. The problem which is raised in this study is the integration of characters in six mostly used English textbooks of Junior Secondary Schools (JSSs) grade VII both electronic books (school e-book) and private textbooks by teachers in Kotabaru. She divided the characters into five categories. The results of the study are as follows: (a) human to God: 0.05%; (b) human to themselves: 47.11%; (c) human to others: 51.77%; (d) human to the environment: 0.76%; (e) human to the nation: 0.30%. Based on the percentage it can be concluded that the characters of human to themselves and others are the most dominant from the other three characters, human to God, environment, and nation.

The study entitled *Analisa Pendidikan Karakter dalam Buku Sekolah Elektronik Pelajaran Bahasa Indonesia Kelas IX SMP* (An Analysis of Character Education in Electronic Course Books (ECB) of Indonesian Language Subject for Junior High School (JHS) class IX by Setiawan (2012) aimed to describe (1) the characters, (2) the integration of characters, (3) the technique of delivering characters in ECB Indonesian language subject for JHS class IX.

The study used content analysis as the research methodology and the finding shows that ECBs Indonesian language subject for JHS class IX contains the characters, the characters of human in relation to the Almighty God, oneself, others, the environment, and the nation. The frequent occurrence of the characters of human in relation to self and others shows that the author wanted to emphasize the human aspect that has a personal life as well as social life.

The characters are integrated into four components of language and literacy skills: listening, speaking, reading, and writing. As a whole, the integration of characters in the Indonesian language subject ECB for JHS class IX is seen more widely available on the aspect of reading and writing skills. This shows that the electronic book authors see that the material aspects of reading and writing are easier and more practical to use in the learning process.

The technique of delivering characters in ECB's Indonesian language subject for JHs class IX is both explicit and implicit. As a whole, the form of the delivering characters explicitly is 49.27%, while implicitly is 50.72%. In the delivery of the characters, the author seems to pay attention to the power of reason of junior class IX students who are considered to be able to understand the things that are abstract and attention if they have the sense in understanding the characters. This suggests that the author paid his attention toward the aspect of cognitive and affective of learners.

As a whole, the two studies above are relevant to this research in which each of them promote the researcher to have overview in conducting this research. This study focuses on analyzing the character building content of the English textbooks of *Buku Sekolah Elektronik* (BSE) for Junior High School. The researcher identifies whether 2013 Curriculum English textbooks are presented character building values for the content of the textbook or not. The researcher used 5 main character values based on PPK which have been crystalized from the 18 characters values developed in the concept of character building which are religiosity, integrity, nationalism, independent, and mutual cooperation.

1.2. Identification of the Problem

Character building is recently needed in Indonesian education as a way to overcome problems due to the lack of good characters among people. Curriculum 2013 is the newest curriculum that the Government applies as the way to solve that issue. Therefore, character education is an interesting issue to be observed.

In addition, there are only a few researchers who conducted the analysis of character in the English textbooks *Buku Sekolah Elektronik* (BSE) for Junior High School.

1.3. Research Questions

On the basis of the background of the study, the research problems can be formulated as follows:

1. What are character building values represented in *Buku Sekolah Elektronik* (BSE) English textbooks for Junior High School?
2. How does *Buku Sekolah Elektronik* (BSE) English textbooks for Junior High School integrate character building values into its material?

1.4. Objectives of the Study

Based on the problem of the research, the objectives of the research are presented below:

1. To identify characters building values represented in *Buku Sekolah Elektronik* (BSE) English textbooks for Junior High School, and
2. To know how *Buku Sekolah Elektronik* (BSE) English textbooks for Junior High Schools integrate the character building values into its material?

1.5. Significance of the Study

The result of the research is expected to give contributions to the teachers and the students both theoretically and practically.

1. Theoretically: This study is expected to develop English language learning in accordance with the Curriculum 2013.

2. Practically

a. For the English teachers

By knowing the characters integrated in the textbook, English teachers can deliver those characters to the students appropriately. They can also be more selective to choose a textbook with attention to the integrated character.

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

By realizing the characters integrated in the textbook, they can apply good characters in their daily life and become a better person in line with the

c. For the English textbooks' authors and publishers

The results of this research can be used as additional information in writing or publishing English textbooks based on Curriculum 2013 especially for grade XI of Senior High Schools.

d. For the other researchers who conducted the relevant study

It can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.

1.6. Scope of Study

The study focused on the character building content which are represented in English textbooks for Junior High School in the terms of the English material in Indonesia criteria and aspect of values appeared in 2013 curriculum. The researcher limits the character building content by selecting 5 main character building values based on PPK 2017 being the source of data that researcher wants to identify in the selecting textbooks that are developed by the government. The books that are analyzed are *Buku Sekolah Elektronik* (BSE) english textbooks for Junior High School.