



Analysis of Character Education in English Textbook for Senior High School Students in Sidrap Regency

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Receive: 17/01/2023

Accepted: 17/02/2023

Published: 01/03/2023

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan nilai pendidikan karakter yang terdapat dalam buku teks bahasa Inggris untuk kelas 1, 2, dan 3 SMA di Kabupaten Sidrap. Penelitian ini merupakan penelitian analisis isi dengan pendekatan deskriptif kualitatif. Proses pengumpulan data menggunakan teknik dokumentasi untuk mengumpulkan data dari buku teks bahasa Inggris yang diterbitkan oleh kementerian pendidikan dan kebudayaan (KEMENDIKBUD). Teknik analisis data menggunakan model analisis data dari Ary (2010) yang meliputi pengorganisasian data, pengkodean data, dan interpretasi data. Hasil penelitian menunjukkan bahwa buku teks bahasa Inggris untuk kelas satu SMA mencakup 18 nilai pendidikan karakter yang ditetapkan oleh Kementerian Pendidikan Nasional (KEMENDIKNAS). Selanjutnya, buku teks bahasa Inggris untuk kelas dua SMA mencakup 15 dari 18 nilai karakter. Sedangkan nilai-nilai kemandirian, apresiasi, dan nasionalisme tidak ditemukan dalam buku ajar ini. Selanjutnya, buku teks bahasa Inggris untuk kelas tiga SMA memuat 15 dari 18 nilai karakter. Sedangkan nilai-nilai toleransi, demokrasi, dan patriotism tidak ditemukan dalam buku pelajaran Bahasa Inggris ini.

Kata kunci: Nilai pendidikan karakter, Kemendikbud, buku teks bahasa Inggris.

Abstract

This research aims to describe the character education values in English Textbooks for the first, second, and third-grade senior high school students in Sidrap Regency. This research is a content analysis using the descriptive-qualitative approach. Data collection used the documentation technique to collect data from the English textbook published by the Ministry of Education and Culture (KEMENDIKBUD). The data analysis procedures used the data analysis model by Ary (2010), including the data organizing stage, data coding stage, and data interpreting stage. The result shows that the English textbook for the first-grade senior high school covers all 18 character education values; the English textbook for the second-grade senior high school encompasses 15 of 18 character values. Meanwhile, the values of independence, appreciation, and nationalism were not found in this textbook. The English textbook for third-grade senior high school contains 15 of 18 character values. Meanwhile, the values of tolerance, democracy, and patriotism were not found in this English textbook.

Keywords: Character education values, Kemendikbud, English textbook.

INTRODUCTION

The objective of national education is to cultivate an intellectual generation with a solid moral character. According to Article 3 of the National Education System outlined in the Constitution of the Republic of Indonesia No. 20 of 2003, the primary objective of national education is to enhance the nation's capacity, character, and civilization and to foster the learners' potential to cultivate generations who embody human values and possess noble character. Azzet (2011) asserted that education serves not only to enhance students' intellectual capacities but also to develop their moral character. These viewpoints align with the notion that education serves a dual purpose in preparing individuals for success in both academic and personal realms.

The success of education is not only determined by the quality of students' intelligence but also by the character obtained by students and their ability to apply it adequately and appropriately in daily life. However, education in Indonesia is more focused on improving the quality of intelligence than the quality of the character of learners. It is in line with the opinion of Bahri (2015) that education in Indonesia prioritizes the formation of hard skills. It focuses more on getting good grades or cognitive aspects because students with high scores are considered more competent. Consequently, Indonesia is still experiencing a moral crisis. It is proved by the rise of criminal acts and the number of rule violations in various circles of society. This moral crisis is not only happening among adults but also rife among the younger generation, such as brawls between students, bullying, promiscuity, and other juvenile delinquency. This condition indicates that the formation of character in the younger generation needs to be improved to reduce the moral crisis level to realize the goal of national education.

The cultivation of the younger generation's character can be carried out in the family, community, and also in schools through the implementation of character education. Character education is a pedagogical approach that aims to instill positive character traits or moral values in learners across all domains of education. It can be carried out through a sequences process of moral knowing, moral feeling, and moral acting. Character education is considered an urgent need because it helps to enhance the quality of educational processes and outcomes, which contributes to the cultivation of noble character for the next nation's generation. Bahri (2015), Argued that education should not only prioritize academic performance but also emphasize the development of soft skills and character among students.

Schools are educational institutions that are important for optimally forming the character of learners because most of the learners' active time is when they are in school. This viewpoint is supported by the opinion of Furkan (2013) that education in schools significantly contributes to forming the students' character through the learning and habit-forming process. Character education should be implemented holistically in schools. It should be integrated into all aspects of education, such as academic curriculum, teaching and learning process, subjects, and material taught at school, including textbooks.

A textbook is one of the essential media used in the teaching and learning process. It contains the teaching and learning material, instructions, and procedures that should be held in the classroom. The textbook has excellent benefits for teachers and students, facilitating and accelerating the learning process. It is in line with the opinion of Harmer (2007) that a textbook significantly contributes to the teaching and learning process. It comprises subject matter that is systematically organized

based on attainable goals. It makes textbooks become strategic media to integrate character values. Character values can be integrated into textbook components such as the instructions, tasks performed, materials supplied, texts, dialogues, and images or photographs. According to Yulianti (2011), the role of textbooks for students will affect their personalities. Reading textbooks integrated with character values will motivate the students to think and act positively. This opinion is supported by the statement of Luthfi (2019) that incorporating character values into a textbook can assist teachers in guiding students to become better people. Moreover, it provides not only knowledge to the students but also guidance in developing their character.

Time by time, book authors and publishers try to publish high-quality and attractive textbooks to improve the quality of education, including English textbooks. Nevertheless, the existence of most English textbooks does not guarantee that they contain standardized character education. It is supported by several studies regarding character education in textbooks. The research by Ariesinta (2016) indicated that the English textbook entitled "When English Ring a Bell" only contains character values in several chapters. Likewise, the study of Salsabila (2018) revealed that the English textbook entitled "Forward an English" for first-grade students of vocational school only contains 15 character values. Furthermore, the study by Saadilah (2020) showed that the English textbook entitled "Talk Active 2" for second-year senior high school students did not fully contain character values as expected by the government. It means that the integration of character education, especially in English textbooks, needs to be continually examined.

This condition requires teachers to be selective in choosing textbooks. Teachers should select textbooks that can help the development of students' intelligence and character in accordance with the national education goal. This present study will analyze

character education in English textbooks for Senior High School Students in Sidrap Regency to discover what kind of character education is inside the content based on the criteria of the 2013 Curriculum.

REVIEW OF RELATED LITERATURE

Previous Related Studies

There are numerous previous research related to the issue of the teacher's perception of the implementation of character education in the educational process. Fenny Theresia conducted developmental research in senior high school Metro in 2014. She found that some teachers still felt confused about applying character education because most character education values had yet to be integrated into textbooks. Whereas, Dio Resta Permana et al., in 2020, committed research in two schools in Rejang Lebong and revealed that teachers agreed that character education is important to be applied during the teaching and learning process because it is essential in creating good individuals with noble characters to tackle moral degradation.

Research related to the issue of the influence of character education on students' behavior has also been carried out by several previous researchers. Zurqoni carried out qualitative goal-free evaluation research in three provinces in Indonesia; Kalimantan Timur, Yogyakarta, and Nusa Tenggara Barat in 2018; Gufran conducted a qualitative case study in SMPN 4 Malang in 2018. They revealed that character education significantly increased the students' positive character. After implementing the character education programs, there was a noticeable improvement in students' character-related behavior.

Previous researchers also studied research on character education concerning the students' achievement. In 2012 Ahmad Najib & Bety Nur Achadiyah carried out quantitative descriptive research in SMA Negeri 1 Lawang. They concluded that character education positively and significantly affects students'

academic achievement. However, different results were obtained by Sri Muliarty, who carried out research in SMKNegeri 7 Medan in 2012. She found that there is no significant effect of character education on students' achievement

Several studies above showed that character education had been widely studied regarding teacher perceptions of its implementation at various levels of education and its influence on the formation of behavior and academic achievement in the last few decades. This study will also concern character education, but it differs from the previous research. This research will focus on character education embedded in English textbooks for senior high school students in Sidrap Regency.

Character and Character Education

Character is an inner trait that affects someone's thoughts and behavior. It is acquired from birth and is formed over time through a process of learning and habituation. Saptono (2011) explained that character is a set of someone's mental conditions innate from birth and obtained from the environment. Everyone has different character, known as the characteristics that distinguish them from others. Putri Ayu (2020) stated that character is a fixed person's personality and true identity. It is a distinctive mark for people because it varies and differs from one person to another.

According to Hadi (2015), good character formation needs a sustained teaching process through character education. Character education was introduced in the 1900s by German pedagogy Thomas Licknona through his book entitled "Educating for Character: How Our School Can Teach Respect and Responsibility." The concept of Lickona's character education contains three main elements, and they are: knowing the good, loving the good, and acting the good which can be done in four ways: teaching, modeling, reinforcement, and habituating simultaneously and continuously.

To implement character education in Indonesian education, the Ministry of National Education (KEMENDIKNAS) (2010) has established 18 bases of character education values as explained below:

A. Religious

The Ministry of National Education (KEMENDIKNAS) (2010) defined religious values as respectful attitudes and behavior toward religious teaching. It also encompasses tolerating the practice of other religions' worship and living in harmony with adherents of other religions. Earnshaw (2000) asserted that religious character entails a tendency to consistently adhere to religious principles and orders in every aspect of life.

B. Honesty

The Ministry of National Education (KEMENDIKNAS) (2010) described that the value of honesty reflects the effort to be a trustworthy person. This value is manifested in attitudes and behavior to be truthful in thoughts, words, and deeds towards self and others. According to Kesuma (2011), honesty is a person's decision to express feelings, words, and actions in accordance with the existing reality.

C. Tolerance

The Ministry of National Education (KEMENDIKNAS) (2010) defined tolerance as attitudes and behavior that respect differences as diversity to strengthen unity and consider diversity a gift from God Almighty to complement each other. According to Fadillah & Khorida (2016), tolerance values manifested in attitude and behavior that understand and allow the other person to have different beliefs regarding religion, culture, ethnicity, stance, and opinions.

D. Discipline

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of discipline manifests in attitudes and behavior of obeying and carrying the applicable

rules based on awareness, selflessly and without coercion from others. Ngainun Naim (2012) stated that the value of discipline manifested through the inclination to do all activities orderly and punctually.

E. Hard work

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of hard work manifested in the attitude and behavior of not giving up easily, accompanied by a strong will to achieve their goals and ideals. The same viewpoint asserted by Yaumi (2014) that hard work is individual behavior that shows a genuine effort in overcoming various obstacles, both in learning and in completing various tasks in life as well as possible.

F. Creativity

According to the Ministry of National Education (KEMENDIKNAS) (2010), the creative character is the ability to think and do something to produce ideas or something new, meaningful and useful. Samani & Haryanto (2012) defined creativity as a person's ability to solve problems in an innovative, flexible, critical way and dare to make decisions quickly and accurately.

G. Independence

The Ministry of National Education (KEMENDIKNAS) (2010) explained that the value of Independence character manifested in the ability to make decisions in doing something on their own and take full responsibility for the consequences of all decisions taken and things done. According to Susanto (2017), independence is the attitude of placing someone's help as a complement, while the main thing is to use his abilities and efforts.

H. Democracy

The Ministry of National Education (KEMENDIKNAS) (2010) explained that the value of democracy is manifested in the ability to respect diversity and freedom of expression, uphold equal rights and obligations, and equal

treatment for all human beings. Pratama (2016) described the same opinion that democracy is a view of life that prioritizes equality of rights and obligations, respects freedom of opinion, and understands and is aware of the diversity of the school environment.

I. Curiosity

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of curiosity character indicating the ways of thinking, attitudes, and behavior that are always trying to find out more information about something being learned and continually striving to seek and find out new things so that it will increase knowledge and experience in learning activities.

J. Nationalism

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of nationalism indicates the way of thinking and behaving that shows loyalty, caring, and high appreciation for the nation, preceding the nation's interests before their interest. Imanulhaq (2021) explained that nationalism is a concept that implies awareness and the spirit of loving the nation, having a sense of pride as a nation, maintaining the honor of the nation and defending the sovereignty of the country by realizing a concept of shared identity for a group of people.

K. Patriotism

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of patriotism character reflects love and pride in the nation's culture and achievement, which is manifested in courageous attitude, unyielding, and willing to sacrifice for the progress and prosperity of the nation and state. Suyadi (2013) argued that patriotism is a feeling that arises from the heart of a citizen to serve, maintain and protect his homeland from all threats and disturbances.

L. Appreciation

According to the Ministry of National Education (KEMENDIKNAS) (2010), appreciation is recognizing and appreciating the success of oneself and others. In addition, Kurniawan (2013) explained that appreciating achievement indicates someone's attitude to be grateful for everything they have and appreciate their hard work and achievement as well respects the other person's success.

M. Communicative

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of communicative character indicates the individual's ability to be friendly, comfortable and Associate with other people through polite communication to generate a good collaboration. In line with that, Elfindri (2012) explained that communicative people can easily get along with other people and listen to their opinion, and then respond appropriately.

N. Peacefulness

The Ministry of National Education (KEMENDIKNAS) (2010) explained that peaceful character is an attitude and behavior based on the rejection of violence and respect for human rights. Latifah (2020) stated that a peaceful character is an attitude and behavior that reflects an atmosphere of peace, safety, calm, and comfort for his presence in a particular community or society.

O. Reading Interest

According to the Ministry of National Education (KEMENDIKNAS) (2010), reading interest is an attempt to foster enthusiasm, passion, and awareness to carry out reading activities in seeking information from various sources.

P. Environmental Awareness

The Ministry of National Education (KEMENDIKNAS) (2010) explained that environmental awareness is an attitude and action that always strives to maintain and prevent damage to the surrounding environment

and increase efforts to repair environmental damage that has occurred to the environment.

Q. Social Awareness

According to the Ministry of National Education (2010), the value of social awareness indicates attitudes and actions that always want to help other people and communities in need based on the awareness that humans are social beings. Meanwhile, according to Listiyati (2012), social awareness means treating others courteously, respecting and helping others.

R. Responsibility

The Ministry of National Education (KEMENDIKNAS) (2010) stated that the value of responsibility encompasses the individual's attitude and behavior to carry out his duties and obligations as they should, towards their self, society, the environment (nature, social and culture), the state and God Almighty as well readiness to bear all risks of words and deeds.

Textbook

Textbook is standard book that is used as references for certain subjects at certain levels of education. It compiled by experts in accordance with national education standards based on the needs of educational institutions to facilitate and expedite the learning process in order to achieve learning objectives. According to Minister of National Education Regulation (PERMENDIKNAS) No. 2 of 2008 article 1 concerning book, textbook is mandatory reference book used in primary and secondary education units or universities that contain learning materials in order to increase faith, piety, noble character and personality, mastery of science and technology, increase sensitivity and aesthetic abilities, increase kinesthetic abilities and health that is structured in accordance with national education standards.

According to Bonny Irawan (2016), textbooks are mostly used as sources of information in classroom activities. It greatly contributes to teaching and learning because it

consists of complete and comprehensive learning material and activities for learners.

Character Education in Textbook

A textbook is an essential educational aspect. It supports both teachers and students to get information about learning material and activities in teaching and learning process, including English language teaching. According to Nashriyah et al. (2020), most teachers use the textbook as the primary source to provide structure and direction in the teaching and learning process. Furthermore, she added that reading textbook, can affect the students' thoughts, feelings and behavior including their characters. It makes textbooks become an effective and strategic media to integrate character values.

Based on the contents of the Regulation of the Minister of National Education (PERMENDIKNAS) No. 2 of 2008, concerning Textbooks, in Article 1 paragraph 3 which has been mentioned in the previous section, it is known that the function of the textbook is basically not only about providing the subject matter. Textbook must also instill character values in its contents. So that it can be a medium for developing the knowledgeable students who are balanced with a good personality. According to Putri Ayu (2020), character values can be integrated into textbook components such as the instructions, tasks performed, materials supplied, texts, dialogues, and images or photographs. In English textbooks, it also can be integrated by inserting them in the four language skills of English language skills contained in the textbooks.

RESEARCH METHODS

Research Design

This study used descriptive qualitative approach with content analysis method to analyze character education in English textbooks. Devi Prasad (2008) explained that content analysis is the analysis of what is

contained in a message. Broadly, content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content. Further, content analysis falls in the observation and document analysis. It is defined as a method of observation in the sense that instead of asking people to respond to questions. In line with that, Nanang Martono (2011) pointed that, content analysis seeks to reveal various information behind the data presented in the media or text. Content analysis can be defined as a technique of collecting and analyzing the content of a text (it can be words, meanings, pictures, symbols, ideas, themes, or some messages that can be communicated). Based on those opinions it can be interpreted that content analysis is a research method that does not use humans as the object of research, but uses symbols or texts that exist in certain media, and then these symbols or texts are processed and analyzed.

Source of data

The source of data is the subject which is the source to obtain the required data that will be processed to answer the research questions. Data in this research was taken from the English textbooks for senior high school that used in Sidrap regency, they are: Bahasa Inggris SMA/SMK/MA/MAK Kelas X, Bahasa Inggris SMA/SMK/MA/MAK Kelas XI, Bahasa Inggris SMA/SMK/MA/MAK Kelas XII (published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud).

Instrument of the research

This research used observation checklist as the Instrument to collect data related to character education in English textbooks. According to Devi (2020), observation checklist is a research instrument that contains list of variables, symptoms or identities of the object of observation. If this instrument is used, the researcher only needs to assess and put a check mark (√) on the symptoms of the object being observed.

Technique of collecting Data

The approach of data collection is different for different fields of study, depending on the required information. There are four common data collection method, they are: questionnaire, observation, documentation and interview. This research used documentation to collect data from the English textbooks that used at senior high school level in Sidrap regency. According to Arikunto (2013), documentation is a data collection technique carried out by conducting recording and collection of identified data from documents related to the problem under study. Documentation is a method of collecting data by collecting and analyzing existing documents. Documents can be in the form of books, autobiographies, letters, photo archives, activity journals, and so on.

Technique of Data Analysis

In this research the researcher will analyze data qualitatively by using content analysis method. The researcher will analyze the data based on the steps of analysis procedure proposed by Ary et al. (2010). The stages are:

1. Data Organizing Stage

The first stage in analyzing qualitative data involves organizations and familiarization so that the data can be easily retrieved. In this step, the researcher organized the data from the English textbooks by dividing them into two main section, material and activity section.

2. Data Coding Stage

After familiarizing and organizing the data for easy retrieval, the next stage is the coding and reducing process. In this step researcher giving codes to data based on the indicators of character education values prescribed by the Ministry of National Education (KEMENDIKNAS) and reduces the

unrelated data based on character education values on the observation checklist table.

3. Data Interpreting Stage

Interpreting involves reflecting the words, acts and gives the meaningful understanding. In this step, the researcher gave interpretation and description related with the data.

Findings & Discussion

1. Character education in English textbook “Bahasa Inggris Kelas X SMA/MA/SMK/MAK”

Based on the analysis of the textbook titled “Bahasa Inggris Kelas X SMA/MA/SMK/MAK” for first-grade senior high school, there were 18 character education values found in learning materials and activities. Those character values include: religiousness, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, communication, peacefulness, reading interest, environmental awareness, social awareness, and responsibility. The distribution of the values is presented in the following table:

Table 4.1 Distribution of character education values the textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK."

Character value	Material section	Activity Section	Total
Religious	4		4
Honesty	2	15	17
Tolerance	3		3
Discipline	3		3
Hard Work	9	20	29
Creativity	3	20	23
Independency	2	8	10
Democracy	1		1
Curiosity	2	8	10
Nationalism	4		4
Patriotism	9		9
Appreciation	5	4	5
Communicative	6	35	42
Peacefulness	1		1
Reading Interest	2	28	29
Environmental Awareness	8		8
Social Awareness	7		7
Responsibility	2		2
Total	73	134	207

Based on the data presented in the previous table, this textbook contains 207 integrations of character education values. A total of 73 examples were identified within the material section, while an additional 134 examples were discovered within the activity section. The following are the explanations of the values found in this textbook:

A. Religious

Religious value is respectful attitudes and behavior toward religious teaching. This textbook presents four instances of integrating religious character values into the material section. Here is an example of the integration of this value in this textbook:

14. The _____ of the nature reminds him of God's greatness.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C5/P76)

Through the sentence above, learners can understand that everything in this universe is God's creation, so they will always be motivated to be grateful to the entirety of this universe.

B. Honesty

The value of honesty is manifested in attitudes and behavior to be truthful in thoughts, words and deeds. This book encompasses fifteen instances of honesty values integration in the activity section and two instances within the material section. Here is an example of the integration of honesty values in this textbook:

Don't cheat in exam. Cheating means that you _____ your own life principle.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P128)

Through this statement, learners can recognize that cheating is unethical and detrimental to life's values, so they are encouraged to be truthful in all actions and avoid cheating.

C. Tolerance

Tolerance values reflect attitudes and behavior that respect differences as diversity to strengthen unity. This textbook presents three

instances of the integration of tolerance values within the material section. Here is an example of this value in this textbook:

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P11)

The preceding instance demonstrates the desire to form friendships with people from various cultural backgrounds. The presented example can inspire the learners to make friends without regard for status distinctions.

D. Discipline

The value of discipline character is manifested in attitudes and behavior of obeying and carrying the applicable rules. This textbook contains three illustrations of integrating discipline values within the material section. Following is the example of this value appearing in the textbook:

*A : I am going to do my biology project at the library after school. Rina, are you going to do that today, too?
B : Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together.*

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C3/P45)

The dialogue above exemplifies a disciplined mindset through the proactive completion of tasks to prevent undesirable situations. This example can motivate learners to always be disciplined in completing their assignments.

E. Hard Work

The value of hard work is exemplified by the determination to achieve goals by mobilizing all efforts and potential to overcome existing obstacles. This textbook comprises twenty examples within the activity section, whereas the material section covers nine examples. The following is an example of the hard work value integration:

*Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon.
Host : Okay, we wish you good luck with the next experiments.*

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C7/P98)

In the conversation above, Orville expressed his intention to conduct further experiments to develop an improved airplane.

This illustration may inspire the learners to cultivate a diligent work ethic, consistently improving their competencies and attaining a higher standard of living.

F. Creativity

Creative character is the ability to think and do something to produce ideas or something new, meaningful, and useful. This textbook presents twenty examples of the integration of creative values within the activity section, while, the material section encompasses three examples. Here is an example of the integration of this value in this textbook:

Wilbur	: We have worked and experimented with gliders to perfect the wing design and controls since then.
Host	: I see. So you've had the newest version of your airplane?
Wilbur	: Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.
Host	: How amazing! I think this invention will be a big thing soon.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C7/P97)

The previous dialogue shows the figure of Wilbur and Orville Wright, who was able to invent the airplane. Their abilities indicate the value of creative character. Through this example, learners can be motivated to become creative people in creating something worthwhile.

G. Independency

The value of independent character encompasses the individual's capacity to autonomously make decisions without relying on external influences. This textbook contains eight instances within activity section, and two instances within the material section. Following is an example of independent value integration:

1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She _____ really _____ reading.
--

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P9)

The preceding sentence demonstrates Saidah's independence in meeting her necessities by saving. This example can encourage learners to become independent, particularly in meeting their needs.

H. Democracy

The value of democracy encompasses the ability to respect the freedom of expression, uphold equal rights and obligations, and equal treatment for all humans. The author of this textbook only incorporates the value of democratic character in one instance within the material section. Here is an example of this value integration in this texbok:

It will be the school's anniversary next month. You and your classmates are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money. Use the expressions in the previous section in the conversation.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C3/P46)

The situation above exhibits the value of democratic character by discussing class performance plans. This example can inspire learners to deliberate in various activities for the betterment of the community.

I. Curiosity

The value of curiosity indicates attitudes and behavior to consistently seek more information about something to increase knowledge. This textbook comprises eight examples of curiosity values integration within the activity section, while the material section contains two examples. Here is an example of this integration in this textbook:

What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C3/P42)

The questions above are stimulant questions in the section before the reading text. These questions are helpful for stimulating learners' curiosity about the text that will be read.

J. Nationalism

The value of nationalism shows loyalty and high appreciation for the nation. In this textbook, the author incorporates the value of nationalism four times throughout the material section. Following is an example of this integration value in this textbook:

In her letter, Alia often introduces the beauty of Indonesia to her _____. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.
--

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P9)

This example reflects Alia's admiration for Indonesia's attractiveness. This example can inspire the learners to develop a sense of national pride by appreciating the splendor of their homeland.

K. Patriotism

The value of patriotism encompasses willingness to make sacrifices for the development and advancement of the nation. This textbook covers nine integrations of patriotism values in material section. The following is an example of the patriotism value integration in this textbook:

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to **surrender** their weaponry to British army. British Army at that time was part of the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P123)

Through this passage, learners can remember the struggle of the heroes against the invaders to fight for Indonesian independence. This example can inspire learners to develop a sense of patriotism.

L. Appreciation

Appreciation value indicates attitude and behavior that motivates someone to achieve excellence by contributing to society and recognizing and valuing his own and other's accomplishments. This textbook encompasses five instances of appreciation value incorporation within material section. Here is an example of the integration of this value in the textbook.

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C2/P23)

The preceding example demonstrates an appreciative disposition by congratulating and praising the accomplishments and hard work of others. This example can inspire learners always to respect their own and others' struggles.

M. Communicative

The value of communicative character indicates the ability of someone to be friendly, comfortable and Associate with other people through polite communication. This textbook incorporates five communicative values throughout the activity section and six instances within the material section. The following is an example of the communicative value integration in this textbook:

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P11)

The preceding instance shows Alia and Hanna's penchant for making friends with people from various countries via email. It can be an inspiration for learners to expand their circle of friends.

N. Peacefulness

The value of peacefulness comprises the attitude and behavior of avoiding conflict and violence. This textbook only contains one instance of peacefulness value integration. An example of this value integration is presented below

One of the reasons why I like to study in this class is because all my classmates are _____. They are always nice to me.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C8/P113)

The example above highlights the significance of exhibiting kindness towards others to foster a pleasant and peaceful atmosphere. It can motivate the learners to be friendly to one another.

O. Reading Interest

The value of reading interest is related to the desire to carry out reading activities to seek information from various sources to obtain various information and insights. This textbook incorporates twenty-eight reading interest values integration within the activity section and two instances within the material section. Here is an example of the integration of reading interest value in this textbook:

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P5)

This example illustrates a person's tendency to read books for entertainment and to broaden their horizons. It can inspire learners to cultivate the habit of reading books.

P. Environmental awareness

The value of environmental awareness refers to a mindset and action that consistently endeavors to uphold the preservation of nature, and prevent damage to the surrounding environment. In this textbook, the author integrates the value of environmental awareness eight times throughout the material section. An example of this value integration in this textbook can be seen as follow:

We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to _____ site where it can live in a more natural habitat.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C4/P56)

Through the example above, learners can realize the importance of preserving animals by providing preservation sites for protected animals and not keeping them as pets.

Q. Social awareness

The value of social awareness encompasses attitudes and behaviors driven by a desire to assist individuals and communities in need based on the awareness that humans are social beings. This textbook presents seven integrations of social awareness values throughout the material section. Here is an example of social awareness integration in this textbook:

During the earthquake, the troops are busy helping people to move. They _____ women, old people and children to the prepared shelter.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C11/P149)

The preceding example shows the value of social care by helping people in need. Through this example, learners can be motivated to increase their sense of caring by helping each other.

R. Responsibility

The value of responsibility comprises an individual's attitude and behavior in fulfilling their duties and obligations. In this textbook, the author only integrates the value of responsibility two times within the material section. An example of this value integration is presented below:

After she had finished doing her homework, Siti went to the gym.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C11/P152)

Through this sentence, learners can learn the value of responsibility by completing homework before doing other activities

2. Character education in English textbook "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK."

Based on the analysis of the textbook titled "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK" for second-grade senior high school, there were 15 character education values found in learning materials and activities. Those character values include: religious, honesty, tolerance, discipline, hard work, creativity, democracy, curiosity, patriotism, communication, peacefulness, reading interest, environmental awareness, social awareness, and responsibility. The distribution of the values is presented in the following table:

Table 4.2 Distribution of character education values the textbook "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK."

Character value	Material section	Activity Section	Total
Religious	2		2
Honesty	1	10	11
Tolerance	4		4
Discipline	1		1
Hard Work	3		3
Creativity		18	18
Democracy	1		1
Curiosity	1	1	2
Patriotism	2		2
Communicative	17	17	34
Peacefulness	5	1	6
Reading Interest	2	15	17
Environmental Awareness	4	5	9
Social Awareness	6		6
Responsibility	2		2
Total	51	67	118

The preceding table shows a total of 118 character education values embedded in the textbook "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK." Material section of this textbook covers a total of seventy three instances, while sixty seven instances were discovered within the activity section. The following are the explanations of the values found in this textbook:

A. Religious

Religious value entails the inclination to consistently adhere to religious principles and directives in all facets of life. The author of this textbook incorporates religious values on two occasions within the material section. The incorporation of religious values within this textbook can be observed in the enrichment part as follow:

The boys asked them, "What are we going to do? Everything is destroyed. We don't even have few pieces of corn or beans. Does this mean we are going to die of hunger?"
 Rancho said, "My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us."

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, E/P147)

The story excerpt above illustrates Rancho's unwavering faith in God and His assistance. It can motivate students to become religious adherents who firmly believe in God.

B. Honesty

The value of honesty indicates a strong desire to convey things properly without any intention to lie. This textbook encompasses ten instances of honesty values integration in the activity section and one instance within the material section. Here is an example of the integration of honesty values in this textbook:

I can do this.
Complete these statements.
 1. The most interesting thing I learned in this chapter was _____
 2. The part I enjoyed most was _____
 3. I would like to find more about _____
 4. The hardest part in this chapter was _____
 5. I need to work harder at _____

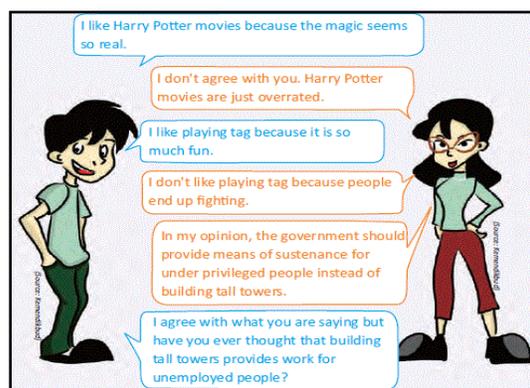
(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, all chapter)

This activity requires the learners to make reflection statements honestly to identify their understanding of the subject matter, including the parts they comprehend and they do not.

Through this activity, learners will get used to being honest.

C. Tolerance

Tolerance values are exemplified through attitudes and behaviors that demonstrate an understanding and acceptance of individuals with divergent beliefs regarding religion, culture, ethnicity, stance, and opinions. This textbook presents four instances of tolerance value integrations into the material section. These instances can be found in Chapter 2. as presented below:



(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C2/P20)

This dialogue demonstrates a contrasting viewpoint between Jane and John. The example above can encourage students always to respect the viewpoints of others and to express their disagreement in a benevolent manner.

D. Discipline

Discipline value demonstrates the desire to consistently adhere to the established regulations and norms within various settings and organizations. This textbook only provides 1 example of integrating discipline values as presented below:

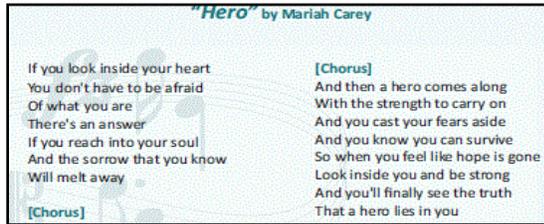
He put the letter inside an envelope and addressed it to "God, 7th Heaven" and placed a stamp on it and dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster. The Postmaster was a very nice and kind gentleman. He always helped people in any way he could. When the postman gave him the letter, he looked at it and said, "It takes a man with strong faith to start a communication with God. I wish I had such strong faith."

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C5/P148)

This instance exemplifies the postman's discipline character. He consistently adheres to the regulations and ethical standards of his profession. This illustration can serve as a source of inspiration for students to adhere to the prescribed restrictions consistently.

E. Hard work

The value of hard work demonstrates the strong desire to make a genuine effort to overcome various obstacles in all aspects of life. This textbook contains three instances of hard work value integration within the material section. The following is an example of the integration of hard work values in this textbook:

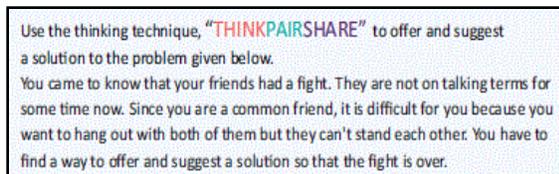


(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C7/P91)

The song "Hero" by Mariah Carey can serve as a source of inspiration for students, as it promotes the idea of self-empowerment and encourages individuals to utilize their entire range of capabilities to surmount challenges and attain their goals.

F. Creativity

Creative value is related to the ability to present innovative ideas to get new and better results than before. The author provides eighteen instances of creativity value integrations within activity section. The following are some examples of the integration of creative values contained in this book:



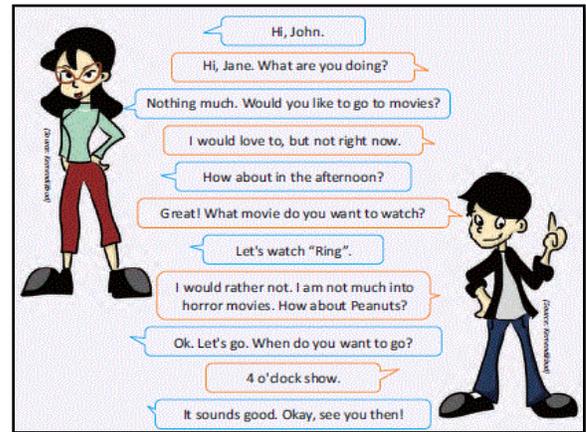
(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C1/P14)

In this activity, students are required to find solutions to reconcile their hostile friends.

This activity can familiarize students to think creatively in solving a problem.

G. Democracy

The concept of democratic values pertains to the mindset and actions that prioritize equal rights and obligations for all individuals, treating everyone with fairness and impartiality. In this textbook, the author integrates democratic values once throughout the material section.

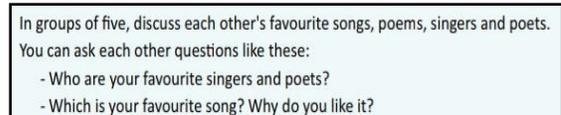


(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C1/P2)

The preceding dialogue depicts a discussion between Jane and John to determine which film they will watch. This conversation can motivate students to consider the common interest when making decisions.

H. Curiosity

The value of curiosity is related to Individuals' strong desire to broaden their knowledge and comprehension by exploring a wide range of resources. This textbook contains one integration values of curiosity within the material, and one instance within the activity section. Here is the example of this value integration in this textbook:



(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C7/P97)

In the preceding activity, students are instructed to engage in question-and-answer sessions with their group members. This

activity has the potential to stimulate students' inquiry.

I. Patriotism

The value of patriotism is characterized by a strong dedication to protecting the Nation's unique characteristics and cultural heritage. This textbook encompasses two instances of integrating patriotism values. An illustration of this integration can be observed in the enrichment chapter within the material section as presented below:

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the *Indische Party*, which were both important in the early development of the *pergerakan*, the "movement" that grew up with an ascent of Indonesian national political consciousness (www.indonotes.wordpress.com).

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C7/P161)

The preceding excerpt describes the short biography of Indonesia's independence hero, Ki Hajar Dewantara. This excerpt can remind students about the battles of the independence heroes and inspire them to make an effort to become a generation capable of preserving the nation's independence.

J. Communicative

The communicative value is exemplified by attitudes and behaviors that demonstrate effective communication and cooperation with others. There are seventeen examples in the material section and another seventeen in the activity section, as presented below:

Joko: Would you like to come over for dinner tonight?
 Yeni: Thank you! I'd love to. Would you like me to bring something?
 Joko: No, nothing, just come.
 Yeni: OK. What time?
 Joko: At 7 p.m.
 Yeni: OK, see you then.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C3/P40)

This dialogue demonstrates the intimacy between Joko and Yeni. Through this conversation, students can recognize the significance of social interaction in fostering intimacy and be encouraged to develop positive relationships with others.

K. Peacefulness

The value of peacefulness is shown by a person's willingness to maintain tranquility, avoid violent behavior, and create a sense of happiness and safety for the people around them. This textbook contains six integrations of peacefulness value within the material and activity section, while one additional example can be found in the enrichment chapter within the material section.

I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C2/P19)

The statement above emphasizes that bullying is a shared responsibility. Through this example, students can realize that everyone must be involved in preventing violence and bullying, encouraging them always to be kind to others to create a peaceful atmosphere.

L. Reading interest

The value of reading interest is demonstrated by an individual's habit of engaging in reading activities from different sources. This textbook covers fifteen integrations of reading interest values in the activity section, while the material section displayed two instances. Here is an example of the integrated reading interest value in this textbook:

Read the text given below.

Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C8/P100)

This activity directs the learners to read an explanatory text. Engaging in such activities can

habituate the learners to use their time to read to get information and to expand their knowledge.

M. Environmental awareness

The value of environmental awareness is manifested by a strong desire and effort to maintain and preserve the environment. The author of this textbook incorporates the value of environmental awareness on four occasions within the material section and five occasions within the activity section. Here is an example of the incorporation of environmental awareness values in this textbook:

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C4/P46)

This excerpt emphasizes that everyone should play an active role in devastating the problem of global warming. This example may serve as a source of motivation for students to enhance their environmental consciousness by engaging in activities that mitigate the effects of global warming.

N. social Awareness

Social awareness involves demonstrating kindness and empathy towards individuals experiencing distress and providing assistance whenever feasible. This textbook presents six instances of integrating social awareness values within the material section. Here is an example of the integration of social awareness values within this textbook:

3. Character education in English textbook “Bahasa Inggris Kelas XII SMA/MA/SMK/MAK”

Based on the analysis of the textbook titled “Bahasa Inggris Kelas XII SMA/MA/SMK/MAK” for third-grade senior high school, there were 15 character education values found in learning materials and activities. The distribution of the values is presented in Table 4.3 below:

He put the letter inside an envelope and addressed it to “God, 7th Heaven” and placed a stamp on it and dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster. The Postmaster was a very nice and kind gentleman. He always helped people in any way he could. When the postman gave him the letter, he looked at it and said, “It takes a man with strong faith to start a communication with God. I wish I had such strong faith.”

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C5/P148)

The excerpt of the story shows the kindness of the postmaster, who always helps others in any way he can. Through this excerpt, students can be motivated to increase their social consciousness by assisting everyone in need.

O. Responsibility

The value of responsibility entails an individual’s willingness to accept the positive and negative consequences that may arise from their actions and words. This textbook contains two integrations of the value of responsibility presented in the material section as follow:

MONSIEUR LOISEL: *Matilda, my love. I have made the last payment on our debt. We have nothing left for ourselves, but at least we are free from the loan of 20,000 francs.*
MADAME LOISEL : *Free at last.*

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C4/P140)

The preceding example depicts Madam Loisel and her husband's responsibility for paying their debts. This dialogue can inspire students to cultivate a sense of responsibility in fulfilling their financial obligations and maintaining their promises.

Character value	Material section	Activity Section	Total
Religious	1		1
Honesty		11	11
Discipline	3		3
Hard Work	3	18	21
Creativity	5	12	17
Independency	1	3	4
Curiosity		9	9
Nationalism	1		1
Appreciation	1		1
Communicative	3	37	40
Peacefulness	2		2
Reading Interest		20	20
Environmental Awareness	9	1	10
Social Awareness	14		14

Responsibility	3		3
Total	46	111	157

The data presented in the table above shows a total of 157 character education values embedded in English textbook "Bahasa Inggris Kelas XII SMA/MA/SMK/MAK." A total of 46 examples were identified within the material section, while an additional 111 examples were discovered within the activity section. The following are the explanations of the values:

A. Religious

Religious value is related to an individual's commitment to adopt religious teachings as a guiding principle in their life. In this textbook, religious values are only integrated once, specifically in Chapter 11 within the materials section, presented as follows:

The orange glow of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.

Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C11/P156)

The preceding statement expresses pride and appreciation for the natural beauty of Indonesia. Through this statement, students can realize that the aesthetic and ecological abundance of Indonesia is attributed to God's creation. This statement has the potential to inspire students to express gratitude for all of God's blessings.

B. Honesty

The value of honesty is demonstrated by the consistency between individual intentions with their words and actions. This textbook incorporates eleven instances of the integrated value of honesty within the activity section. Following is an example of the value of honesty integration in this textbook:

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Have you achieved all of the learning objectives?
2. Do you know why people create songs?
3. Do you know to get the contextual meaning of a song?
4. Can you learn English from listening to and sing songs?

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, each chapter)

In this activity, students are required to respond honestly to reflection questions to identify the outcomes of their learning accomplishments. Through this activity, students can become accustomed to admitting their shortcomings and striving to improve their competencies.

C. Discipline

The value of discipline is referred to attitudes and behaviors of completing the task on time and obeying the rules. This textbook presents three examples of discipline value integration within the material section. Here is an example of discipline value integration in this textbook:

"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house," Fendhi Ibhindar said.
 "Tenants of an apartment should abide by regulations set by the owner of the high-rise building," he added.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C5/P68)

This instance exemplifies the postman's discipline character. He consistently adheres to the regulations and ethical standards of his profession. This illustration can serve as a source of inspiration for students to adhere to the prescribed restrictions consistently

D. Hard work

Hard work values reflect an individual's determination to achieve their goals and overcome all obstacles and challenges. In this textbook, the author incorporates three examples within the material section, and eighteen examples

included within the section. The following is an example of the integration of hard work value in this textbook:

Butet frequently initiates speaking in English with her classmates because one of the _____ appearing in job vacancy advertisements in the Internet and newspapers require English fluency.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P52)

The preceding example demonstrates Butet's efforts to improve his English abilities. This example can motivate students to work hard in enhancing their self-competence.

E. Creativity

Creative value is related to an individual's capacity to think and use unconventional methods or combine different ideas to create something new. This textbook encompasses five creative value integrations within the material section, and twelve instances are discovered within the activity section. The example of this value integration in this textbook is presented below

Task 5: Create your own text.
Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the Internet to find help. Use these points when writing the text.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C9/P132)

This activity directs the students to write procedural texts based on a chosen topic. Engaging in such activities can habituate the students to hone their creative writing skills.

F. Independency

Independence value is closely associated with an individual's capacity to fulfill their needs through self-reliance, without relying on external assistance. This textbook contains four illustrations of integrating independence values in the activity section. Following is the example of this value appearing in the textbook:

Task 3: Do the project individually.
Find another example of application letters in the Internet. Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P59)

This activity requires students to accomplish assignments independently. By

participating in such activities, students can increase their self-confidence and become accustomed to relying on themselves to complete various activities.

G. Curiosity

The value of curiosity is associated with a strong inclination towards acquiring knowledge, seeking understanding, and engaging in the exploration of various subjects. The author integrates the curiosity value in this textbook on nine occasions, specifically within the activity section. Here is an example of this value integration in this textbook.

Task 3: Let's make comprehension questions.
Create your own questions about the two texts. Do you have any questions so far about the two texts? Write down your questions and ask your friends or your teacher to get the answers.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C5/P66)

This activity requires the students to create comprehension questions based on previously taught material. Such kind of activities can help students develop their curiosity about academic materials.

H. Nationalism

The value of nationalism is related to an individual's sense of affection and loyalty to his country, manifested by prioritizing the nation's interest before personal interests. This textbook contains only one integration of nationalism value contained within material section as shown in the following example:

The orange g_____ of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C11/P156)

The preceding statement demonstrates a sense of national pride as an Indonesian citizen. Through this statement, students can recognize that Indonesia is abundant in culture and natural beauty, encouraging them to feel proud and increase their affection for the nation.

I. Appreciation

Appreciation value encompasses individuals' determination to be grateful for their

endeavors and accomplishments and recognize others' endeavors, creations, and ideas. This textbook presented an integration of appreciation value. It can be seen in Chapter 7 within the material section as presented below:

Be proud of being able to _____ (create) this pop-up book yourself. Though it is not the best, you should appreciate the originality of your _____ (create). This is really much better than copying other people's work.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C7/P105)

This statement can help students to realize the importance of appreciating every effort in doing or producing something to increase enthusiasm to gain better work. Through this statement, students can always be motivated to appreciate the efforts of themselves and others.

J. Communicative

Communicative value relates to an individual's intention to associate and cooperate with other people. The author incorporates thirty-seven instances of communicative values within the activity and three instances are discovered within the material section. Here is an example of this value integration in this textbook:

Task 2: Exchange your work. Exchange your group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C2/P28)

This activity can facilitate the students to realize the significance of collaborative work, as they provide constructive feedback to one another to enhance the quality of their work. Engaging in such activities can motivate the students to establish positive cooperation.

K. Peacefulness

The value of peacefulness reflects an individual's attitude of maintaining peace and preventing violence. This textbook presents two instances of the incorporation of peacefulness values, which can be seen in the material section as shown below:

Students of XII E class made a class pledge stating their commitment to stop bullying _____ create positive classroom atmosphere for every class member.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P52)

The preceding statement shows the value of peacefulness through efforts to avoid bullying and violence. This statement can inspire students always to maintain peace to create positive relationships with others.

L. Reading interest

The value of reading interest is closely linked to an individual's aspiration to attain a high level of education by actively engaging in extensive reading to acquire knowledge. This textbook encompasses a total of twenty integrated reading interest values, which are displayed in most chapters within the activity section. The following is an example of integrating reading interest values contained in this textbook:

Task 1: Read and summarize the text. Read and find further information about more tips to improve your photo qualities by using Photoshop by opening the following link: blog.udemy.com/how-to-use-photoshop/ After that, summarize the tips that you get from the website.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C10/P145)

This activity directs the students to read articles on the website link provided to gain additional information about the Photoshop application. Through this activity, students can realize that there are numerous alternative reading materials to books. Engaging in such activities can customize students to read from various sources to increase their knowledge.

M. Environmental awareness

The value of environmental awareness is related to the individual's desire to preserve the environment by taking preventive and corrective actions against environmental damage. This textbook comprises nine examples of environmental value integration within the material section, and one additional instance is displayed in the activity section. Here is an example of environmental value integrations in this textbook:

"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C7/P100)

The preceding example shows the school's efforts to mitigate environmental pollution problems. Through this example, students can realize that there are numerous ways to reduce environmental pollution issues, and they will be encouraged to adopt these steps to preserve the environment.

N. Social awareness

The value of social awareness is related to the individual's desire to participate in various social activities to enhance the quality of communal existence. The author incorporates fourteen instances of social awareness value through the material section in this textbook. Here is an illustration of this value integration in this textbook:

Children in the landslide area need our _____ (donate) for buying books and other learning materials. I suggest that everyone in this class _____ some of their pocket money.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C7/P105)

The previous instance exemplifies the value of humanitarianism by donating to the victims of landslides. This instance can inspire the students to enhance their social consciousness by assisting people in need.

O. Responsibility

The value of responsibility encompasses the individual's disposition and behavior in carrying out their obligations properly and being ready to accept the consequences of the results. This textbook presents three within the material section. An illustration of the integration of this value is as follows:

Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I will join an English speech competition. _____ the letter is our completed application letter to join the event, which is also signed by our English teacher.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P50)

The example above shows Ratu Tita's responsibility by writing permission letters not to attend class for two days. Through these examples students can be encouraged to always be responsible for their actions.

The results of data acquisition from the observation checklist of English textbooks for the first, second, and third grades of senior high school are accumulated and displayed in the following table:

Table 4.10 : disrtibution of character education in English textbook for the first, second, and third-grade senior high school

charact er	Bahasa Inggris Kelas X SMA/MA/ SMA/MAK		Bahasa Inggris Kelas XI SMA/MA /SMA/MAK		Bahasa Inggris Kelas XII SMA/MA/ SMA/MAK	
	Materi al section	Activit y Section	Materi al section	Activit y Section	Materi al section	Activit y Section
Religio us	4		2		1	
Honest y	2	15	1	10		11
Toleran ce	3		4			
Discipl ine	3		1		3	
Hard Work	9	20	3		3	18
Creativ ity	3	20		18	5	12
Indepe ndency	2	8			1	3
Democ racy	1		1			
Curiosi ty	2	8	1	1		9
Nation alism	4				1	
Patrioti sm	9		2			
Apprec iation	5	4			1	
Comm unicati ve	6	35	17	17	3	37
Peacef ulness	1		5	1	2	
Readin g Interest	2	28	2	15		20
Enviro nmenta l	8		4	5	9	1

Awareness						
Social Awareness	7		6		14	
Responsibility	2		2		3	
Total	73	134	51	67	46	111

The data in the table above indicate that character education values are more frequently integrated into the activity section of English textbooks for the first, second, and third grades of senior high school. In addition, communicative value has the higher frequency of occurrences in these textbooks.

CONCLUSION

Based on the findings and discussions in the previous chapter, three conclusions can be drawn from this study. They are related to the character education values integrated into the English textbooks for the first, second, and third grades of senior high school in Sidrap Regency.

Analysis result of the English textbook published by the Ministry of Education and Culture (KEMENDIKBUD) in the year 2017 for the first-grade senior high school entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" revealed that all of the character education values issued by the Ministry of National Education (KEMENDIKNAS) are found in this English textbook. Among those 18 values, the communicative value is the most dominant in this textbook.

Moreover, the analysis result of the English textbook published by the Ministry of Education and Culture (KEMENDIKBUD) in the year 2017 for the second-grade senior high school entitled "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK" shows that this English textbook encompasses 15 of 18 character values prescribed by the Ministry of National Education (KEMENDIKNAS). The most dominant value in this textbook is

the communicative value, which is observed to have a frequency of 40 occurrences. Meanwhile, the value of independence, appreciation, and nationalism was not found in this English textbook.

Furthermore, the analysis result of the English textbook published by the Ministry of Education and Culture (KEMENDIKBUD) in the year 2017 for the third-grade senior high school entitled "Bahasa Inggris Kelas XII SMA/MA/SMK/MAK" exhibit that this English textbook covers 15 of 18 of the character values prescribed by the Ministry of National Education (KEMENDIKNAS). The most dominant value in this textbook is communicative value. Meanwhile, the value of tolerance, democracy, and patriotism was not found in this English textbook.

Suggestion

1. For teachers, plays a crucial role in implementing character education to enhance the quality of the learning process, so they are expected to be more selective in choosing the English textbook. Teachers must recognize the character values incorporated into the English textbook and find a creative way to deliver them in the classroom appropriately. Furthermore, they are also suggested to find other learning materials and activities to develop the implementation of character value which was unavailable in the used textbook.
2. For further researchers, this research only focused on analyzing the English textbook for the first, second, and third-grade senior high school issued by the Ministry of Education and Culture. It is expected that future researchers who intend to conduct relevant research can focus on analyzing English textbooks published by other publishers or conducting an analysis of English textbook at other educational levels.

3. For Author in the future, textbook authors will be able to incorporate more character values into the activities, materials, exercises, pictures, and other components of their books. They are also suggested to use more creative ways to integrate the value to ease the teacher and students to apply it in the classroom.

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CURRICULUM VITAE

Nursamsi was born in Ujung Pandang on November 01, 1991, the first child of two siblings, her parents, "Nurdin" and "Zainab". The Author took her first education at Elementary School (SD) at SDN 2 Masepe in 1998 and finished in 2004. In the same year, the writer continued her education at Junior High School at SMP Negeri 1 Tellu Limpoe and finished in 2007. In the same year, the writer continued her education at Senior High School (SMA) at SMA Negeri 1 Tellu Limpoe where the writer majored in natural science and graduated in 2010. In 2010 the Author enrolled in state Islamic high school of Parepare, she was a student in the English Education Department, Faculty Tarbiah, and completed in 2014. In 2019, the writer continued her higher education at the Masters level at the State Islamic Institute (IAIN) and finished in 2023.

Because of Allah SWT's guidance and help, the efforts and prayers from both parents in carrying out her academic activities at the State Islamic Institute (IAIN) Parepare, the author was able to complete her final project with a thesis entitled "Analysis of character education in English textbook for senior high school students in Sidrap regency".