

CHAPTER I

INTRODUCTION

This chapter presents (a) background of the study, (b) focus and sub-focus of the study, (c) formulation of the problems, (d) objectives of the study, and (e) significances of the study.

A. Background of the Study

Textbooks nowadays are an inseparable part of the teaching and learning process. Some scholars argue that textbooks facilitate more structured and more cohesive order to help teachers regarding to learning process (Laabidi & Nfissi, 2016). Indeed, many English textbooks are applied in learning language, and they bring the students to understand target language closely. In this case, the teacher sometimes needs confirmation whether the materials, examples, tasks that are delivered are suitable for certain topic or not. For those reasons, Besharati & Mazdayasna (2017) in (Munir & Suzanne, 2021) claimed that using textbooks to guide decision-making and judgment is essential.

When learning materials can be accessed conveniently without limitation of time and place with technology, textbooks still contribute pivotal roles in assisting teachers to achieve their goals in delivering lesson (Aljouei & Alsuhaibani, 2018). As stated earlier, the goal of English language teaching textbooks is to equip students with the knowledge, language skills, and background information about English-speaking nations so they are ready to interact with individuals from other countries and cultural backgrounds (Radić-Bojanić & Topalov, 2016).

Textbooks are collections of various texts that have been carefully chosen to support curriculum objectives as well as the goals and agendas of writers and legislators. The authors will use the latest curriculum as guidance and reference in

designing materials, texts, assignments, dialogues to convey the messages behind it (Setyono & Widodo, 2019). Furthermore, 21st-century textbooks need to use more inclusive pedagogies and a variety of content to engage students in interactions that help them acquire life skills and universally accepted values in addition to academic knowledge (UNESCO, 2005).

The *Merdeka* curriculum has the same essence as the previous curriculum to realize national education goals through the Pancasila student profile which directs educational policies, including being a reference for educators in building the character and competence of students (Komalasari & Apriani, 2023). The Pancasila student profile consists of six dimensions, namely the Dimension of Faith, Fear of God Almighty, and Noble Character, Global Diversity Dimension, Mutual Cooperation Dimension, Independent Dimension, Critical Reasoning Dimension, and Creative Dimension. These six main dimensions have several more detailed elements and sub-elements in each phases of the students (Utaminingsih et al., 2023).

One aspect of the *Merdeka Belajar* breakthrough is the transformation to create a safe school environment. In addition to creating laws like Permendikbuduristek Number 30 of 2021 about the Prevention and Handling of Sexual Violence in Higher Education Environments (Permen PPKS), campaigns and educational initiatives will be launched throughout 2022 to raise awareness of the “three major sins” of education and how they should be implemented (Napitupulu, 2023).

According to phenomena of “three major sins” in education including bullying, sexual assault, and intolerance, the results of the 2022 National Assessment (AN) survey explain that 34.51% of students have the potential to

experience sexual violence, 26.9% experience physical punishment, and 36.31% face bullying (Savitri, 2023). Furthermore, Pusdatin KPAI (2023) releases data on cases of violence against children is 1,478 cases, with details of the largest number of cases being children victims of sexual crimes with 615 cases, children victims of physical/psychical violence as many as 303 cases, children in legal conflict with 126 cases, children victims of exploitation. Economic/Sexual as many as 55 cases, and Child Victims of Economic/Sexual Exploitation as many as 55 cases. Meanwhile, from January to December 2022, the Ministry of Women's Empowerment and Child Protection (Kemen PPPA) recorded that the number of women victims of violence who reported their cases and were handled was 32,687 with details of 25,053 victims.

There are quite a lot of factors behind the occurrence of juvenile delinquency. The various existing factors can be grouped into internal factors and external factors. Internal factors include an identity crisis regarding what role they play in society, both teenagers do not have strong self-control so they cannot reject actions that are not in accordance with their knowledge. External factors include, firstly, families have not given enough attention and affection, especially families in big cities where parents neglect their children because of their busy schedules, secondly, a lack of understanding about religion, thirdly, negative influences from the environment including social media and socializing with friends. Peers, four educational institutions or schools that have not provided a safe and comfortable place (Dadan Sumara et al., 2017).

The government is dedicated to fostering a peaceful, safe, and violence-free environment in schools. All stakeholders must still step in and step up efforts to combat the "three big sins" of education: bullying, sexual assault, and

intolerance. Regarding to these issues, school subjects can naturally serve as the foundation for learning values. Through exercises, projects, and other examples, they can subtly or overtly incorporate these values. Rather than instructing students on needless prejudices and classifications, textbooks could be created to promote positive perceptions of other people and promote exchanging experiences for the benefit of both parties (Georgescu & Bernard, 2007; Gulati & Pant, 2013).

In line with Georgescu & Bernard (2007); Gulati & Pant (2013), Gebregeorgis (2017) stated that determining the learning resources' strengths and areas for improvement is crucial to maximizing their benefits and minimizing their drawbacks. This means that it is essential to go over textbooks to ascertain what concepts, attitudes, and behaviours are being taught as well as how they are being taught. Textbooks not only instil knowledge and skills material contained in the curriculum but also material about faith, piety, noble character and personality that supports character values by integrating cognitive, affective and psychomotor aspects in the subject matter (Fatmawati et al., 2021).

Moreover, the students will imitate what they see in textbook examples, which is why character education values are included in reading examples in textbooks. It is important to understand that textbooks are instruments or tools that are frequently used and have a significant impact on the environment and the development of a general culture (Raharjo, 2019). Thus, it is necessary to update textbooks to reflect current developments in appropriate quality. School textbooks that emphasize values, culture, and character are crucial because it is important for the students to develop their sense of self early on. Textbook content can serve as an example of how to apply moral principles or qualities that one possesses in oneself, students, society, and the nation.

An appropriate textbook will provide information in a way that makes sense in real-world situations. The norms and values of developed characters are connected to real-life contexts in learning materials. These early-instilled character values, which are predicated on the idea that students' ethical, social, and emotional development is just as significant as their academic accomplishment, serve as the cornerstone for the students' future (Darmansyah, 2014). The character values inserted in text, dialogue, recording transcripts will have a greater effect if the examples given are close and often encountered in the daily lives of students in general. This also makes it easier for students to remember and associate the values they learn with the implementation of those values.

Those arguments are also supported by Culbertson et al. (2010) who implied several attributes of the character development process in an educational institution are as follows: 1) Include the character values in all aspects of school administration, 2) Including the characters' morals into the entire school performance project, 3) Linking the value-character value to the personnel activities' overall performance, 4) Incorporate the character values into the educational services' overall activities; and 5) Incorporate the character values into the entirety of the learning activities. While the teacher understand the missions of Merdeka curriculum, they will look for any ways to insert character values education in any learning activities included conveying positive characters in textbooks and guide the students to implement it in their daily life.

Character education ought to begin early since it has been shown to have a significant impact on a child's capacity to reach their full potential. Since teachers play a major role in character development, schools are among the institutions in charge of this process. Developing a child's personality that is mature in terms of

intellect, emotion, and spirituality is the primary objective of building this character (Priska, 2020). Teachers' efforts in the classroom to foster moral character do not ensure that students will not act in ways that could endanger both themselves and other people in the future. To ensure that the values are ingrained in their hearts and minds, this preventive action can be taken as soon as possible. It is therefore hoped that in the future, mental attitudes that are derived from habits that are evident in attitudes and behaviours will surface.

"Analyzing Character Building Values Presented in "English for Nusantara" Textbook" was the title of the first related study, which Izza Maulida Idris conducted in 2023. This study aimed to elucidate the manner in which the English for Nusantara textbook incorporated character-building values into its content. The study's findings demonstrated that, in contrast to the 18 character building from The Ministry of National Education 2010, every character building was included in the textbook chosen, "English for Nusantara." The results of the character development data analysis presented in the textbook are separated into two groups: verbal and visual data. This study applied Merdeka curriculum, however it still used character values that included in previous government legal document. This recent research applies character education values based on the latest policy of government in Pancasila students' profile to support national goals of education.

Purnama Sari et al. conducted a second related study in 2022 with the title "An Analysis of Character Education Values in Year 11 Highschool English Textbook." This study aimed to characterize character education values found in Class 11 Senior High School English textbooks. The study's findings demonstrated that there are fourteen character education values that are applied through textual sentences and visuals. These values include religious, honest, disciplined, diligent,

creative, independent, nationalistic, appreciative, communicative, peace-loving, intelligent, beautiful, sympathetic, and loyal. This study still uses 2013 curriculum as reference of textbook and different character education values with recent research. The textbook which is used also in different grade.

The third related study, carried out by Rifa Salafina in 2023, was titled "An Analysis of Character Education Values in English Textbook for Second Grade of Senior High School Published by Kemendikbud in 2017." This study used a descriptive analysis research design to identify the character education values found and learn how they are integrated into the English textbook for senior high school second grade, published by Kemendikbud in 2017. The study's findings showed that, out of the eighteen character education values, only sixteen, eight conversational texts and fourteen reading texts represent character education. The textbook and various character education values from the 2013 curriculum are still used in this study, despite more recent research. The textbook used in various grades is also used.

Therefore, based on some phenomena gaps and research gaps above, the writer is expected to conduct a research entitled "An Analysis of Character Education Values in English Textbook for Eighth Grade Students Entitled "English for Nusantara".

B. Focus and Sub-focus of the Study

According to background of the study, the focus of the study is character education values. Meanwhile, sub focus of this study limited into distribution of six dimensions in Pancasila student profiles in the textbook, distribution of skills that embedded in learning materials that cover six dimensions in Pancasila student profiles, the way authors insert the character education values. Categories of data

analysis merely on the learning materials for example: transcripts of audio, conversations or dialogues, reading materials, tasks or activities, pictures or visual representatives. The data will be analysed through three stages proposed by Ary et al. (2010) for instance: 1) organizing and familiarizing, 2) coding and reducing, and 3) interpreting and representing.

C. Formulation of the Problems

Based on focus of the study above, question is formulated as follows.

1. "What are character education values embedded in the English textbook entitled "English for Nusantara" for eighth grade students in accordance with the *Merdeka* curriculum?"
2. "What are skills that embedded in learning materials that cover six dimensions in Pancasila student profiles?"
3. "How authors insert the character education values?"

D. Objectives of the Study

In line with formulation of the problems, the objective of this study is formulated as follows.

1. To describe character education values embedded in the English textbook entitled "English for Nusantara" for eighth grade students in accordance with the *Merdeka* curriculum
2. To describe skills that embedded in learning materials that cover six dimensions in Pancasila student profiles
3. To describe the way authors insert the character education values

E. Significances of the Study

This study is expected to give more contributions both theoretically and practically as follow:

1. Teachers or practitioners

This study is divined to give inspirations and insights how character education values are embedded in learning materials to support national curriculum goals. In addition, the teacher may convey those positive characters values to their students during teaching learning process.

2. Schools

This study is assumed as guideline in selecting appropriate textbook for the schools in accordance with *Merdeka* curriculum. Besides, schools may promote character education values in textbook into some events in extracurricular activities, project assignment, and student's organization.

3. Other Researchers

This study is supposed to provide academic sources as reference if they want to have similar topic of the research. Furthermore, other researchers may conduct further research in similar topic or textbook to compare with other textbooks to enrich academic scope.