

## CHAPTER I

### INTRODUCTION

#### A. Background

وَيَوْمَ يَحْشُرُهُمْ وَمَا يَعْبُدُونَ مِنْ دُونِ اللَّهِ فَيَقُولُ أَأَنْتُمْ  
أَضَلَلْتُمْ عِبَادِي هَؤُلَاءِ أَمْ هُمْ ضَلُّوا السَّبِيلَ ﴿١٧﴾ قَالُوا سُبْحَانَكَ  
مَا كَانَ يَنْبَغِي لَنَا أَنْ نَتَّخِذَ مِنْ دُونِكَ مِنْ أَوْلِيَاءَ وَلَكِنْ مَتَّعْتَهُمْ  
وَأَبَاءَهُمْ حَتَّى نَسُوا الزِّكْرَ وَكَانُوا قَوْمًا بُورًا ﴿١٨﴾ فَقَدْ

Meaning:

O my son, pray, pray for what is right, forbid what is wrong, and be patient for what befalls you. Indeed, [all] these things [require] determination. And do not turn [cheek for contempt] to the people and do not walk the earth with delight. Granted, Allah does not like people to deceive themselves and to brag about themselves. (luqman verses 17-18).

The verse above is the verse that showed basis character education in the quran. As a muslim quran is the the foundationof life. Furthermore, it also thas a basis for character education. As to what is meant by the foundation here is based on what this character education was born to. Or it could also be illustrated by the question "why were these nobles born? Thus, the answer to this question is the so-called foundation. Islam is a perfect religion, so that every within Islam has its reasons, as well as its character education. As the basis for character education is the qur 'an, al-hadit and the islamic teaching of righteousness, in other words, the other fundamentals always return to the qur 'an, al-hadith and righteousness to

the almighty god. Moreover, the basis of character education is the Luqman verses 17-18 as the researcher explains above.

In order to create virtuous generations, character education is crucial. One method for guiding someone toward goodness and removing negative influences is character education. Character education in the 2013 curriculum is a government program that must be accepted and supported by all parties, according to the Ministry of Education and Culture. If you want to be a civilized nation, character education is not only essential but also something that every country must accomplish. Numerous evidences demonstrate that industrialized nations are the result of individuals with excellent qualities like honesty, hard effort, accountability, and so on, not of countries with great natural resources, (Ubay, 2020).

Moreover, the 2013 curriculum has also been introduced in Indonesia, and one of its goals is to include values of character education into the teaching-learning process (Putri et al, 2020). Whether or not character education is used in schools has a significant impact on the quality of education. Education is now being used in several aspects of Indonesian education. A number of changes were made to the curriculum for 2013, including the main components of character education. There are 18 character education values in the 2013 curriculum that can mold a student's personality. Thus, one of the objectives and considerations for the 2013 curriculum is character education. There are 18 character

education programs that were created by the department of education and culture.

The minister of education and culture said that there are 18 character education ideals that would be implemented in Indonesia's educational system. The Pancasila religion (a national ideology), culture, and the purpose of national education all serve as sources for values namely: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communication, love and peace, the foundation of reading, environmental awareness, social care, and responsibility. These are the 18 character education values that are highlighted in the 2013 curriculum.

However, since February 2022 the ministry of education and culture has suggested a new curriculum, called the Merdeka curriculum.

While not all schools in Indonesia have adopted this curriculum, some schools still apply the 2013 curriculum. Nevertheless, as the President's mandate no. 87/2017, back then the ministry of education and culture needed to develop a national education platform that put educational character as the principal soul in education Settings. This entry is translated into bud's vision department "to create reasoning of Pancasila students critical, creative, independent, faithful, fearing almighty God and noble virtues, mutual cooperation, and global mentalism." Taking a closer look at this vision, it seems, will be the majority of the values that will be

instilled in the Pancasila student are the values associated with the character of education, such as faith, trust in God, glorious values, global anger, cooperation, self-sufficiency and creative

Based on some of these explanations of character education, we can find the importance of applying character education in the school to build character of students according to purpose in the 2013 curriculum and the Merdeka curriculum. The application of character education in 2022 was prompted by many cases taken by students who are not compatible with established norms in Indonesia.

Here are some examples of cases that have occurred during 2022. The first case happened in March 2022, this case is quite viral on Twitter. So the case is, there is the video where the student, to be exact the senior high school student drew inappropriate thing (drew the girl with underwear only) in front of female teacher while the teaching-learning activity. The second case is come from Kupang, Nusa Tenggara Timur, in September 2022. Based on the results of the temporary inspection by the police, the perpetrator had been replaced several times by the teacher, but the perpetrators did not accept and eventually hit the victim until it causing the bone nose broken the black eyes.

Furthermore The Indonesian Child Protection Commission (KPAI), since 2011 until 2017 has received 26 thousand cases of bullying (Abdillah, 2020: 3). Latest data, there are at least 179 cases of bullying recorded by the Women's Empowerment Service, Child Protection,



Research Control and Family Planning Sleman by 2018.7 Even, Bullying is still dominating cases of violence in education to 2019. Commissioner of Indonesian Child Protection Commission Education Retno Listyati said that, "Start early January to February 2019 it has received various bullying buds. Data showed bullying case occurred as many as 10 cases, the details were in the form of physical violence 2 cases, psychic violence 6 cases, and sexual violence 2 cases.

The example of the cases above showed that the need for the application of character education in schools is important. Also, from those cases showed that schools have an important role in shaping the character of students, considering that students spend more time at school. There are some activities to build up character education but the researcher focus in textbook which use in teaching learning process because it is tool to help teacher in teaching learning process. So, character education that should be emphasis not only in teaching learning process but also in learning materials.

In the 2013 curriculum, character education applies to every aspect of the school, including English lessons. In English lessons, students are expected not only to learn language but also in English lessons students are expected to take lessons in building character (Ubay, 2020). An important thing to consider from applying character in school lessons is dependent on the use of textbooks in teaching and learning processes in class. To determine whether character education was applied or not in the

curriculum materials of 2013, the researcher intended to analyze textbooks to find character education.

Teaching English is not only about a way to learn language, but also a way to give good character. The use of textbooks is an important aspect of the learning and teaching process. The textbook is the resource material used in the learning process, where students complete the book's exercise. Assignments that are given, material that is given, text, dialogue, speech, pictures or photos, and individual themes are several components that can be used to integrate character in the textbook (sulistiyaningrum, 2015). A good textbook matches the curriculum goals and students' needs. Thus, it can be used as a tool to instill value in students through character education.

In addition, in the 2013 curriculum, the textbook becomes one of the doctrinal materials that teachers commonly use. There are many types of textbooks, either officially from the ministry of education and culture or non-official but obtain a license from the department of education and culture. Therefore, it is important to know what character education includes in the textbooks and how character education is delivered in the textbooks.

The researcher finds there are several previous research about character education in the student's textbook for example Bright An English For Junior High School Published By Erlangga, English textbook for the twelfth-grade senior high school students: Bahasa Inggris

SMA/SMK, english textbook" When English Rings a Bell" for the seventh grade of Junior High School, but there is no one research of character education in student's textbook entitled English Skills for the Future for 10th grade.

Therefore, researcher chose to reveal the characters in the English textbook to see if the character education those are included in the textbook. The researcher also wants to find how the character education integrated in the reading text of the textbook. As they progress from childhood to adolescence, Senior High School textbooks should instill values that will shape their character. The material in the textbook such as pictures or photos and the themes per unit can be analyzed to see the meaning behind them. Whether they combine characters or not, it is clear from the theme and subject matter. The researcher is interested in analyzing the contents of an English textbook for Senior High School students. The book's material provides students with information on a variety of examples related to the chapter's topic. It can take the form of certain knowledge and messages that the writer needs to present. Finally, the research aims to analyze the value of character education in an English textbook for the 10 th grade students at Senior High Schools.

## **B. Identification Problem**

Based on the background above, the researcher identified some problem such as following:

1. There are several impolite case of the student to teacher happened in 2022.

2. The dutty of the teacher is not only to teaching but also to applied the character education.

### **C. Limitation of the Problems**

In this research, the researcher analyzed the character education found in the reading text of the English Textbook of 2013 curriculum entitled “English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama”. At this stage, the researcher analyzed 18 character education values formulated by the Ministry of Education and Culture. These character education values are religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, the spirit of nationality, love the country, rewarding achievement, friendly, love peace, the joy of reading, environmental care, social care, responsibility.

### **D. Question of the Research**

In this research, the question of the problems formulated as follows:

1. What is the most dominant character education values find in English textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama?
2. How does the English textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by



Grafindo Media Pratama deliver character education values into each aspect of textbook?

### **E. Objective of the Research**

Based on formulation of the problem above, the objectives of the research were to know about:

1. To find the most dominant character education values in the reading text of the English textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama.
2. To investigate the techniques of delivery character education values into each aspect of textbook in the English textbook of 2013 curriculum entitled English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama.

### **F. Uses of the Research**

The researcher expects that there are some uses of the research as follows:

#### **1. Theoretically**

It is hoped that the results of this research will support theories related to character education.

#### **2. Practically**

- a. For the students

Using this English textbook, students could learn and recognize the values of character education those are integrated every aspect of English textbook of 2013 curriculum English for the Future for Grade X of Senior

High School Students published by Grafindo Media Pratama. The students could also apply the value of character education in daily life.

b. For the teacher

The researcher anticipates that by examining this textbook, teachers will be able to select the character education values that is appear English textbook of 2013 curriculum English for the Future for Grade X of Senior High School Students published by Grafindo Media Pratama. It also helps the teacher to educate their students during the teaching-learning process.

c. For another researcher

This research describes the character of education, textbooks, and so forth. Thus, this research may be a reference to another researcher

