

CHAPTER II

LITERATURE REVIEW

A. Education Character

a. Concept of Education Character

Agustini 2021 asserts that character education is one of the elements of education that students should focus on before entering society at large. Character education may be developed in a formal education setting with the help of the surrounding community, including parents, teachers, and school employees. Additionally, pupils who get character education might benefit from assistance in the academic realm. Character development is not a topic that is taught in schools explicitly, but it is a part of many other disciplines that students study, including science, social science, language, and many more. Even though character education is taught in schools, students, especially kids, still experience unwelcome events. The applications of character education can stop this from happening. Furthermore, Thomas Lickona (quoted in Jeynes, 2019) asserted that character education is as old as education itself. Education has always aimed to make students smarter and better, which are two admirable objectives. In addition, character education, in the opinion of Arifudin (in Dasmana et al., 2022), becomes an integral component of the integrity of all educational processes that are exhibited in learning.

Character education is any school-instituted program created in collaboration with other community institutions to directly and

methodically mould young people's conduct by influencing the non-relativistic ideals thought to be directly responsible for that behavior. Meaning that character education is a planned and implemented educational program in schools that specifically tries to mold pupils' character and teach moral principles in them. Academic success of students increases as a result of a better learning environment because character education enhances students' self-awareness and peer social engagement in the classroom. In other words, students may develop self-awareness to interact well with classmates in the classroom by implementing character education in the classroom. Additionally, character education in the classroom can enhance the quality of the learning environment for children. Thus, character education is implemented in schools in order to develop and generate kids who are not only academically successful but also have strong moral character. Through the focus on shared universal values, character education is a nationwide movement aimed at establishing schools that develop young people who are moral, responsible, and compassionate. It implies that through modeling and teaching positive character education values, character education may help children develop character education values like responsibility and compassion for others.

These explanations lead to the conclusion that character education is a deliberate and planned effort made during the educational process to help students become responsible, moral, and independent adults.

b. The Purpose of Education Character

The initial objective of character education is to help students reinforce and develop particular values so that they show up in their conduct both during and after the educational process (after they graduate from school), according to Kesuma (2013). The goal of character education, according to Mulyasa (2012), is to enhance the effectiveness of educational procedures and results that result in the development of students' moral character and noble character on an overall, integrated, and balanced basis, in accordance with the competency standards of graduates in each educational unit. Students may acquire and comprehend the ideals of character and noble character so that they can manifest them in daily conduct through character education. This allows them to build an autonomous attitude to grow and apply the information they already possess.

The Ministry of National Education states that character education's goals include:

- a. Develops the potential of a student's (conscience) as a human and citizen of national cultural and character;
- b. Develop praiseworthy habits and behavior of the student and are in line with the nation's universal values and religious traditions;
- c. Instilling the students to be leaders and responsible citizens as the future generation of humans;

- d. Enable students to become self-reliant, imaginative, and patriotic individuals;
- e. Develop a strong and complete feeling of nationality strength (dignity) in the school community so that it serves as a safe, honest, creative, and friendly learning environment.

So, the main purpose of character education is to improve the quality of implementation and educational outcomes in schools that leads to the achievement of character building or noble character students as a whole, integrated and balanced according to competency standards graduate of. So, character education is supposed to help students improve the quality of their work in school, which leads to better results in terms of character development. The goal is to have students who are more than just capable of meeting their academic standards, but who are also people of a noble character(Ahmad et al, 2021).

c. Character Education Values

The Ministry of Education and Culture has developed a list of values that it deems important for students to learn. These character education values include things like:

a) Religious

The importance of religious character displays the conviction in the All-Powerful God, which is demonstrated in the conduct of upholding the accepted religious ideas and teachings. Religious attitudes refer to someone's commitment to their religion and tolerance of other faiths.

b) Honest

Honest means to say something without saying anything more or less than only the truth and facts. To not lie or change the words, it means to be truthful.

c) Tolerance

Tolerance is the acceptance and respect of differences among different people, and the awareness that all humans are different, so as to respect, understand, and accept the differences and the different beliefs among them and live beside them peacefully.

d) Discipline

Discipline is the habits and actions that are consistent with any rule or order created.

e) Hardwork

Hardwork is when someone puts real effort into doing and finishing their work, chores, or anything without taking time off from beginning to end.

f) Creative

Creative is an attitude and behavior that reflects great innovation in solving problems, as it always finds new ways, resulting in improved results that are better than the previous results obtained.

g) Independent

Independent is an attitude and behavior that requires no assistance from others in completing both tasks or problems. But that's not to say there should be no collaboration either, rather, the duties and responsibilities should not be pushed onto others.

h) Democratic

Democratic is a way of thinking, behaving, and acting where everyone is treated equally and fairly, and their rights and obligations are valued equally.

i) Curiosity

Curiosity is attitudes and actions are always looking to discover more, in depth, and extend from what they've learned, seen and heard. It means curiosity is the attitude of someone who is open to new things and enthusiastic about learning things they don't know. They tend to have high curiosity about new science and what is the truth in their findings.

j) Nationalism

Nationalism is a way of acting and talking with loyalty, care, and appreciation for not only the country's language, physical surroundings, society, culture, and economy, but also for the country's politics. It means that nationalism is the way of thinking that shows a strong loyalty and care

for the country as well as behaving in a way that puts the interests of the nation and the state over the interests of others and their own group.

k) Patriotism

Patriotism is the attitude that shows someone has a courageous attitude, and they are willing to sacrifice for their nation. They never give up in their fight against anything that opposes the nation.

l) Rewarding achievement

Rewarding achievement is when a person shows an attitude towards their hard work, showing appreciation for what they have done and being grateful for what they have. They are grateful for the process of the hard work and the struggles and what they learn throughout it all.

m) Love of peace

The love of peace is an attitude that a person shows when they bring calm, calmness, and peace to others. It's an attitude that's not easily distracted by emotions, and they are able to control themselves when faced with problems. They do their best to bring a sense of comfort and reassurance to others in order to ensure this doesn't disturb anyone around them.

n) Love to read

Love to read is the habit of making time to read various information, books, magazines, journals, and newspapers. This makes someone more educated and gives them more knowledge and wisdom. It gives them more understanding of certain topics and subjects and can help them have a broader view of the world around them.

o) Caring for the environment

Caring for the environment is when a person's attitude and behaviors are always based around preserving and preserving the surrounding environment. It means they care about the world around them, the plants, animals and air that is essential to life.

p) Social care

Social care is displayed by attitudes, behaviors and actions that show concern for others and their communities. It's support and love to others, and it shows that people care about their communities and other people around them.

q) Responsibility

A person's attitude and behavior are deeply rooted in how they carry out their responsibilities in relation to themselves alone, in the social, communal, national, state, and religious spheres.

According to the aforementioned ideas, the Ministry of Education and Culture's 2013 curriculum's character education ideals that are of

concern are as follows: religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, nationalism, patriotism, rewarding achievement, friendly, love peace, reading pleasure, environmental care, social care, and responsibility.

B. Textbook

a. The Concept of Textbook

An expert-compiled textbook that is created specifically for use in the classroom and is used by students to learn about a field of study is known as a textbook. The textbook has the necessary teaching resources and is used to support a curriculum. Rahmawati and colleagues 2021:92. One of the learning media that is widely accessible to students is a textbook, which is one of the learning components that is the subject of this study (Kamilasari et al., 2022:554). The phrase "close to students" refers to the fact that textbooks are required readings for the educational process.

Textbooks unquestionably play a significant role in the process of instilling values and character education in kids as a learning resource that is accessible to the participants, the students. This is supported by the Ministerial Regulation National Education number 11 of 2005 regarding textbooks, which states that "Textbooks are mandatory reference books to be used in schools that contain material" learning in the context of increasing faith and piety, character and personality, ability to master

science and technology (IPTEK), sensitivity, and health which is prepared based on national education standards." Therefore, the textbook cannot satisfy the requirements set forth in the Rules Minister of National Education number 11 of 2005 if the lessons used in the learning process lack educational values and character. Additionally, textbooks provide teachers with instructions and directions for carrying out the educational process in the classroom. According to Brown, textbooks are "the most obvious and prevalent form of materials support for language instruction." To put it another way, textbooks are generic resources from companies that provide educational materials in a certain field of study that are created depending on the academic level of the students in the school, ensuring that students in every school receive the same materials and lessons using the textbook as a guide.

Textbooks are a useful tool for supporting independent learning, presenting material by teachers, providing ideas and activities, and serving as a resource for students. In other words, textbooks offer exercises that can aid in pupils learning through independent study. Additionally, textbooks that provide information that teachers and students can turn to.

The arguments presented above lead to the conclusion that textbooks are common educational tools utilized in schools by both teachers and students for the purposes of instruction and learning. In addition to helping students learn independently using a textbook, textbooks can also help teachers construct lesson plans.

b. Aspects of Textbook

The textbook plays the important role in teaching and learning process. The way how the teaching and learning process take place was depend on the availability of the Textbook. In the case of the use of Textbook in teaching and learning process, there must be some criteria for good textbook. According to Permendikbud Number 8 2016, there are some criteria based on 2013 curriculum. The textbook must fulfill 4 aspects, there are: material aspect, material presentation aspect, linguistic aspect, and graph aspect.

The first one is the material aspect. The material in textbooks must be in accordance with the learning objectives based on the curriculum. It is even better if the material is integrated with other subjects but still respects things that are not contradictory, such as religion. Textbook material is expected to make students actively study again even though it is outside the teaching and learning process. So from that it can be concluded that competency standards (SK), basic competencies (KD) suitability of the contents of the book with competency standards (SK) and basic competencies (KD) are sub-aspects that exist and need to be considered in textbooks. These sub-aspects often deliver implicitly.

Moreover there is material presentation. Material presentation is a system in an effort to make more textbooks interesting, easy to understand, and able to arouse the enthusiasm of students. Aspects in the material presentation can be seen from the coherence of the material starting from

which easy to difficult, from concrete to abstract, from general to specific, and sort of. The clarity about what should and will be achieved in learning or it can also be abbreviated as learning objectives by students must be implicitly contained in textbooks to generate learning motivation. Textbooks must also provide examples or illustrations or analogies to facilitate understanding of the material. Textbooks are expected to have assignments, questions, exercises or activities for students to understand concepts related to chapters as feedback. The presentation of chapter to chapter has relevance and sequence, and describes a unified message. In addition there is also a glossary, index list, table list, figure list, bibliography and attachments (Fajarini. 2018: 73).

Furthermore, there is linguistic aspect. The purpose of linguistic aspect in this case is to make material easier to understand by the student. The use of language also needs to be adjusted to the ability level of students. Of course, it must comply with language and writing rules such as selecting upper and lower case letters, wide spaces, italics, boldface, etc. Interesting writing can foster students' interest in reading and understanding the material. The feasibility aspects of this language include convenience, attractiveness, and understandability of the language used in textbooks (Fajarini, 2018).

The last one there is graph aspect. Graph aspect include compliance with ISO standard book sizes. Textbooks usually use A4, A5, and B5 sizes. The size of the book adjusts the contents of the teaching

material to make it easier to arrange the layout. The layout must have a consistent pattern. Have a layout concept for the entire book, which includes the book cover, chapter titles, page numbers, symbols, and so on. The cover of the book consisting of the front, back and back of the book must have matching colors, illustrations and typography, as well as the contents of the book which includes chapter titles, page numbers and so on. Have a layout on objects in the form of boxes, circles, and others that are harmonious with other components in the book. Have good contrast so that illustrations and text can be read clearly (Syamsul. 2009: 11-12).

Quality textbooks should fulfill these aspects. The four aspects described above are very related aspects so that it is hoped that the compiler of the textbook can fulfill one aspect without reducing the quality of the other aspects. For example, the illustrations used in textbooks should be good and interesting illustrations but not to distract from the material being presented or even good illustrations but not in accordance with the material.

c. English for the Future

Student's Book English Skills for the Future 1 for Senior High School/Madrasah Aliyah Grade X Language and Culture Program offers a cooperative learning for students to sharpen their critical and analytical thinking skills. Adopting the 2013 Curriculum (Revised Edition), this book aims to nurture students' creativity as well as their problem-solving

skills as it adapts a lively, engaging, cooperative learning approach to learning English as everyday practices.

Student's Book English Skills for the Future 1 consists of six chapters: Be Honest, Be Futuristic, Be Wise and Inspiring, Be Active and Creative, Be Up-to-Date, and Be Smart and Expressive. Deploying five steps in scientific approach—observing, questioning, exploring, associating and communicating—, each chapter discusses various materials presented with various theme. Each chapter is opened not only by engaging introduction, but also by “Swing into Action” activity that stimulates students' inquiry towards the subject discussed. By this, they will learn systematic observation, formulating relevant questions, correlating the subjects discussed with the phenomena they are familiar with, experimenting, and analyzing.

This book will sharpen students' Basic Competence (knowledge) and Basic Competence (psychomotor), Basic Competence (religious) and Basic Competence (social attitudes). This is conducted in order to build up and balance students' hard skills and soft skills (i.e. being kind, responsive, tolerant, cooperative towards their fellows and environment).

C. Definition of Analysis

According to the big dictionary of bahasa indonesia (as cited in Layn and Kahar, 2017) definition of analysis is an investigation of an event, creation, deed, and so on. Analysis has a purpose to find out the real situation, the reason, the situation, and so on. Moreover According to

Bloom (in Manurung and Prapat, 2015). Analysis is describing knowledge into its parts and showing the relationships between these parts. And differentiate facts from interpretation, data from conclusions, and analyze the basic structure, parts, relationship between. In this case it is expected to show the relationship of various ideas with how to compare the idea with standards, principles or procedures that have been studied . In addition according to Sugiyono 2015, (as cited in Syahidin and Erma, 2021) analysis is an activity for achieving patterns, or ways of thinking related to systematic testing against something to determine the parts, the relationship between the parts, as well relationship with the whole. Thus, analysis can be conclude as investigative activity of an event to find out the relationship between one and another.

D. Previous Research

The first previous related research is An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings The Bell (Revised 2016) by Aprisa Marise Aminingsi. It was published in *Jadila: Journal of Development and Innovation*. Volume: 2, Number 1 2021. This study aims to investigate the values of characters in the 2013 curriculum in English textbook students at seventh grade students entitled "When English Rings a Bell (Revised 2016)" used by secondary schools in Bengkulu. This study attempts to look into the morals of the characters in the "When English Rings a Bell (Revised 2016)" seventh grade English textbook from the 2013 curriculum that is

used in secondary schools in Bengkulu. Techniques for content analysis are used in this study. Teachers' opinions about character education and English textbooks in their schools were also explored in semi-structured interviews with English teachers. In content analysis, there are four methodological considerations: selection, development, sampling by the researcher, and professional assistance in the last step. The findings indicated that discipline values, with a percentage of (6.39%), hard work (3.83%), curiosity (1.22%), independence (0.56%), honesty (0.44%), creativity (0.44%), reading interest (0.22%), and responsibility (0.11%), are the eighteen character values that have the highest percentage of people demonstrating them. It was then followed by Related to Others that are Friendship/Communicative (2.11%), Achievement Appreciation (0.39%), Tolerance (0.22%), Democracy (0.11%), and Love of Peace (0.06%), and it was followed by Related to God, Religiosity (1.22%). There was a negligible level of nationalism (nationalism [0.28%], patriotism [0.06%]), connected to environment [environmental awareness [0.28%], social cares [0.17%]], and related to environment. In the English textbook, nearly all moral principles have been used. The study's findings support the importance of the seventh-grade textbooks used by secondary students in Bengkulu, but emphasize the need to focus more on character development going forward in order to meet graduate competency standards.

The second is journal entitled Character Education Values on English Textbook for the Ninth Grade of Junior High School by Yusyri Ichza Mahendra, Dr.Slamet Ashari, M.Pd Candra, and Hadi Asmara, S.Pd, M.Pd. it published in Journal of English Teaching, Literature, and Applied Linguistics Vol. 6, No. 1;2022. Published by English Language Education Department of UMG. The goal of this study is to describe the character education principles that are included in the ninth-grade English textbooks for junior high school students, Think Globally Act Locally. The research design was qualitative and descriptive, commonly referred to as descriptive qualitative. The study uses Bahasa Inggris: Think Globally, Act Locally, a student's English textbook, as its data source. The textbook was expected to contain the 18 educational values listed in Presidential Decree No. 87 of 2017 on Strengthening Character Education, including: (1) religion, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11), patriotism, (12) appreciation, (13) communicative and friendly, (14) peace-loving, (15) keen of reading, (16) environmental care, (17) social care (18) and responsibility. In summary, researchers might draw the conclusion that the ninth-grade students' Bahasa Inggris: Think Globally Act Locally textbook does not uphold the 18 ideals of character education. 84 sentences in this textbook serve as a means of putting the principles of character education into practice. Religious (3), honest (1), hardworking (5), creative (4), independent (1), interested (23),

appreciative (24), friendly/communicative (2), eager of reading (1), environment care (5), social care (11), and responsible (4) are the character education qualities that were implemented there. The most prevalent value in this textbook is appreciative. In contrast, this book does not promote tolerance, discipline, democracy, patriotism, nationalism, or values that promote peace.

The third research is a journal entitled A Content Analysis of Character Education Values in the English Students' Textbooks for Senior High School in Indonesia A Content Analysis of Character Education Values in the English Students' Textbooks for Senior High School in Indonesia written by Rutela Renette, Safnil, and Wisma Yunita. The publisher of this journal is Yayasan Karinosseff Muda Indonesia. Volume 1 Number 3, 2021 in *Jadila: Journal of Development and Innovation, in Language and Literature Education*. The purpose of this study is to identify the prevailing character differences across all senior high school English textbooks, as well as a content analysis of the character values in those textbooks. By applying content analysis, the qualitative method was used in this study. The focus of this research was character values found in textbooks. All of the texts used in this study were taken from the senior high school English textbooks of the three participants. In this study, observation checklists were utilized as the tools to assess course materials in a useful and applicable manner. The researcher has examined the data based on the three books' character

values. Based on the character traits revealed in the three works, the researcher has examined the data. And every one of the researcher's identified dominating character values was discovered. This conclusion can be drawn from the results. Based on analysis results of book 1 from the Ministry of Cultural and National Education for first grade Senior High School, it was determined that honesty is the most predominate character value in book 1. In addition, according to analytical data of book 2 from the Ministry of Cultural and National Education for second grade Senior High School, honesty is the character value that dominates book 2 out of all the others. In addition, according to analysis data of book 3 from the Ministry of Cultural and National Education for third grade Senior High School, ecology is the character value that dominates book 3 out of all the others.

The last previous related research is a thesis entitled *An Analysis Of Character Education In English Textbook Entitled Bright An English For Junior High School Published By Erlangga* written by Luthfi Nur Ubay in 2020. The Indonesian Ministry of Education and Culture has made character education one of its top priorities. Character education may be included into a variety of educational settings in Indonesia. One form of material or instrument that may be incorporated into a character's schooling is a textbook. Therefore, the goals of this study are to learn more about character education and ways to include it into the reading passages of the English textbook *Bright, an English Textbook for Grade IX* of

Junior High School Students published by Erlangga. The researcher employed qualitative research in this study. The researcher's method for gathering data involved document analysis. Three key stages of data analysis were employed by the researcher. They were data reduction, data visualization, and generating or verifying conclusions from the data. The study's findings demonstrated that religious, honest, tolerance, independence, hard work, curiosity, love of peace, love of peace, environmental care, social care, and responsibility were among the character traits that were integrated into reading texts in the English textbook Bright, which was published by Erlangga for Grade IX junior high school students. Discipline, creativity, democracy, nationalism, patriotism, and reading pleasure were among the educational characters that could not be found in the English textbook reading texts. Additionally, the reading passages from the English textbook that integrate character education used explicit method with a percentage of 9.09% and implicit technique with a percentage of 90.90%.