

CHAPTER I

INTRODUCTION

In this chapter, the researcher deals with a background, formulation of the research question, objective of research, significant of research, scope and limitation of the research, and the definition of key term.

A. The Background of study

Lickona and Davidson (2005) identify a wide spectrum of contemporary youth crises, ranging from delinquency and peer cruelty to a systemic decline in civic responsibility and self-destructive behavior. In the Indonesian context, the absence of robust character education has led to severe consequences, illustrated by tragic incidents such as the fatal assault of art teacher Ahmad Budi Cahyono by his student (Kuswandi, 2018) and the violent murder of student Auzia by a peer (Saliano, 2018). These cases of extreme juvenile violence serve as a sobering reminder of the detrimental impact of moral erosion. Consequently, there is an urgent need to prioritize character-building within the national curriculum as a primary strategy to mitigate these societal issues and foster a safer, more ethical educational environment..

Character education is a foundational pillar of the curriculum rather than a supplementary component, as it establishes the essential framework for a student's holistic development. By embedding core values such as empathy, integrity, and mutual respect at an early developmental stage, schools can effectively shape students' interpersonal dynamics and ethical decision-making capabilities. The previously noted instances of youth violence and social tragic events serve as a sobering indictment of the risks involved when moral instruction is marginalized in the classroom. Consequently, prioritizing character education in Indonesia is vital for cultivating a cohesive and harmonious society. By fostering a pedagogical environment centered on tolerance and inclusivity, the educational system can empower students to navigate cultural diversity with appreciation rather than prejudice, ultimately reducing social friction and strengthening national unity

Early integration of character education is a fundamental right and a civic necessity for every citizen. In Indonesia, this mandate is codified in Law No. 20 of 2003 concerning the National Education System; Article 3 specifically dictates that national education must function to develop capabilities and cultivate a dignified national character to elevate the nation's civilization. Consequently, Indonesian educational institutions are positioned as the primary agents responsible for the moral development of the population. While core character values have served as guidelines since the 2013 Curriculum, the current Kurikulum Merdeka has refined this focus through the Profil Pelajar Pancasila (Pancasila Student Profile). Regulated by the Decree of the Head of the Agency for Standards, Curriculum, and Education Assessment (No. 009/H/KR/2022), this profile serves as the definitive benchmark for education policy and teacher-led character building. Designed for practical daily implementation, the profile is synthesized into six essential dimensions, namely: *1) faith, fear of God Almighty, and have noble character, 2) independent, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative.*

These core values are designed to be systematically integrated into the learning process across all Indonesian schools. While character instruction can be delivered verbally, textbooks remain a primary and essential medium for this purpose. However, as Nurhayati (2018) notes, teachers—as the primary drivers of education—often encounter challenges regarding the practical implications and quality of government-mandated textbooks. Consequently, the availability of high-quality, pedagogically sound materials is vital for a successful teaching and learning process. According to Koesma (2007), textbooks are an ideal vehicle for character transmission because they can be tailored to the specific developmental stages of the students. For example, elementary school textbooks should focus on foundational moral development to prepare students for the onset of adolescence, while secondary materials should embed values that guide students through the complexities of the transitional teenage years. By aligning character content with the students' grade levels, textbooks ensure that moral development evolves in tandem with cognitive and social maturity.

The presence of character values in textbooks and the research that analyzes it hold significant implications for the overall development of students' moral and ethical understanding. As evident from the research conducted by Indah (2020), Istandy (2019), Sari (2020), and Wardani (2019), English textbooks used in senior high schools in Indonesia do include character education values. These studies have shed light on the extent to which certain character values are integrated into the learning materials and how they are represented. Indah (2020) focused on the integration of 18 character education values recommended by the curriculum into the textbook "Bahasa Inggris SMA/SMK." The study revealed that while 14 values were present, hard work emerged as the most dominant, but certain values like environmental awareness, independence, democracy, and reading interest were not explicitly included. Istandy (2019) took a qualitative content analysis approach to examine character education in the textbook "Pathway to English for Senior High School Grade XI General Programme," discovering 17 character education values across 12 chapters, with reading interest being the most prominent. Sari (2020) conducted a descriptive analysis of character education values in the textbook "When English Rings a Bell," identifying 18 values, 15 presented through pictorial data and 17 through utterance data.

12th-grade textbook "Bahasa Inggris SMA/SMK," identifying 17 distinct values and concluding that the material serves as an effective resource for moral development. Collectively, existing scholarship confirms that while character values are present in English language textbooks, their distribution is often uneven, with certain values receiving explicit emphasis while others remain marginalized. Despite these contributions, a significant gap remains in the literature, as there is a paucity of research focused on character education within lower-grade materials, particularly at the elementary school level. Furthermore, the transition to the Kurikulum Merdeka has introduced a revised set of core values through the Profil Pelajar Pancasila, creating a timely opportunity to investigate how these specific dimensions are integrated into contemporary EFL materials. Addressing this gap is essential for optimizing the implementation of character education and ensuring that language learning materials align with current national educational objectives.

A review of the current literature reveals that the majority of textbook analyses focus on the junior and senior high school levels, leaving a notable void in research concerning elementary school materials. This oversight persists despite the long-standing integration of English into the Indonesian elementary curriculum. As Faridatunnisa (2020) notes, English as a Foreign Language (EFL) became a primary concern for basic education in the early 1990s, driven by the necessity of global competitiveness. This awareness prompted the Ministry of Education and Culture (Depdikbud RI No. 0487/1992, Chapter VIII) to authorize elementary schools to expand their curricula with elective subjects (Kulsum, 2016). Consequently, English was introduced as "Local Content" (Muatan Lokal/MULOK). However, as Nurhayati (2012) argues, its status remains informal and peripheral to the core national curriculum, leading to less rigorous oversight of its instructional materials. Therefore, this study aims to address this critical research gap by analyzing character education within lower-grade textbooks. Specifically, it evaluates whether the most recent elementary English textbooks align with the mandates of the Kurikulum Merdeka, ensuring they are suitable for immediate implementation in the local classroom

This study specifically examines the integration of character education within the textbook titled "6th Grade Basic English Book for Elementary School." Published by OPSI, this material serves as a primary resource for elementary schools across the Boyolangu region and was selected as a representative case study of how English is implemented as Local Content (MULOK) in Indonesia. The choice of this textbook is supported by several pedagogical strengths. First, it addresses the challenge of limited instructional time—often restricted to only 60 minutes per week (Nurhayati, 2008)—by providing concise yet diverse materials. Furthermore, the inclusion of visual aids at the beginning of each chapter aligns with the principle that pictures enhance student retention by transforming abstract concepts into concrete, memorable objects (Nurhayati, 2014). The textbook's structure further benefits from a Task-Based Learning (TBL) approach. As noted by Nurhayati (2019), TBL is increasingly favored in Asian educational contexts as an effective alternative to traditional, passive methods. Its linguistic simplicity also addresses the "less than encouraging" literacy levels noted in recent years

(Nurhayati, 2023); by utilizing foundational vocabulary, the book fosters greater learning motivation and accessibility. Unlike conventional, monotonous methods that often lead to student disengagement (Nurhayati, 2018), this textbook promotes active teacher-student interaction through varied tasks.

Finally, the textbook undergoes annual revisions to remain aligned with evolving national standards, with this research specifically analyzing the 2022 version (a revision of the 2019 edition). The primary objective is to evaluate whether this established material remains compatible with the newly soon introduced Profil Pelajar Pancasila within the Kurikulum Merdeka framework, or if further revisions are required to meet the six dimensions of the new national character standards, namely; *1) faith, fear of God Almighty, and have noble character, 2) independent, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative.* (Kemdikbud, no 009/H/KR/2022) as this is the character education that exist in the newest curriculum of the nation.

B. Formulation of Research Problems

Based on the descripton of the study above, the researcher would like to make a questions of the research. The problem that is discussed in this study can be stated as follow :

1. What character education are presented in the english textbook entitled “6th grade Basic English Book for Elementary School”
2. How the character education are intregated in the english textbook entitled “6th grade Basic English Book for Elementary School”

C. Objectives of study

Based on the problem that discussed in this final project, the objectives in this study are :

- a. To analyze what character education are represented in the english textbook entitled “6th grade Basic English Book for Elementary School”
- b. To analyze How the character education are intregated in the english textbook entitled “6th grade Basic English Book for Elementary School”

D. Significances of the study

- a. The student

By realizing the character education combined in the textbook, they can apply good character in their daily life and become a better person.

- b. The teacher

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

- c. Others researcher

This study can be an inspiration for other researchers.

E. Scope and Limitation

1. Scope

The scope of this study is the six dimensions of the profil pelajar pancasila, namely; 1) *faith, fear of God Almighty, and have noble character*, 2) *independent*, 3) *working together*, 4) *global diversity*, 5) *critical reasoning*, and 6) *creative*.(Kemdikbud, no 009/H/KR/2022).

2. Limitation

The limitation of the study is the reading text and reading excersise presented in english textbook entitled “6th grade Basic English Book for Elementary School textbook”. It was chosen by the researcher as an example of how Elementary School in indonesia take

english as local content (MULOK). in this case a textbook as (MULOK) for region of boyolangu.

F. Definition of Key Terms

To avoid misunderstanding the writer wants to convey the meaning briefly. It consists of a view key terms that must be defined. They are as follows:

1. Character education

What the character education mentioned in this study is The six dimensions of the profil pelajar pancasila, namely; *1) faith, fear of God Almighty, and have noble character, 2) independent, 3) working together, 4) global diversity, 5) critical reasoning, and 6) creative.*(Kemdikbud, no 009/H/KR/2022).

2. Textbook

Textbook in this research refer to the elementary school english textbook in which this research specifically choose one entitled “6th grade Basic English Book for Elementary School”.