CHAPTER I

INTRODUCTION

This chapter presents an overview of the research and serves as the foundation for the entire study. It begins by outlining the background of the research, which highlights the importance of character education in the context of English language teaching and the relevance of the selected textbook. The chapter then continues with the formulation of the research questions that guide the investigation, followed by the objectives and significance of the study, which explain the intended outcomes and the potential contributions of the research. Furthermore, this chapter describes the scope and limitations of the study to clarify its boundaries and focus, and concludes with definitions of key terms to ensure a clear and consistent understanding throughout the paper. Each of these components is essential in establishing the context and direction of the research.

A. Research Background

According to Binti Muawanah juvenile delinquency is an adolescent behavior that violates status, endangers oneself, causing material victims to people, and behavior that causes physical harm to other people[1]. A few youth issues are mentioned by Lickona & Davidson, including violence and sexual precariousness, stealing, fraud, disrespect for authority, rudeness toward peers, growing self-centeredness and a decline in civic responsibility, and self-destructive behavior in cases of juvenile delinquency[2]. Moreover, many of these cases occur in the school

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[1] Lis Binti Muawanah, "Kematangan Emosi, Konsep Diri Dan Kenakalan Remaja,"
Persona:Jurnal Psikologi Indonesia 1, no. 1 (2012), https://doi.org/10.30996/persona.v1i1.9.
[2] Matthew Davidson and Thomas Lickona, "Integrating Excellence and Ethics in Character
Education," *Social Science Docket* 6 (2006): 5–8.

environment, a place where students should only focus on learning. Throughout 2023 there have been at least 136 cases of violence in the education environment of Indonesia recorded by the mass media with 134 perpetrators and 339 victims, 19 of whom died. In 2024 itself, there was a bullying case that was widely discussed by social media users, namely the bullying case at Binus Serpong high school. On February 2, Jasra said, the victim's 17-year-old son was treated violently by being hit, burned with cigarettes, burned with a lighter that had been heated to the end, strangled, then tied to a pole[3]. In addition, there was a case of murder and rape of a junior high school student in Palembang, where all four perpetrators were minors[4]. The series of juvenile delinquency cases that have occurred so far should be a warning to the government and educational institutions to prioritize character education in children from an early age.

Character education is not just about teaching what is right and wrong, but character education instills habits (habituation), about what is good so that students become aware (cognitive) of what is right and wrong, able to feel (affective) good values and usually do it (psychomotor)[5]. Character education should not only be seen as an addition to the education curriculum, but as a basic aspect to shape character values in children, including empathy, honesty, and respect for fellow human beings. The many cases of juvenile delinquency that occur in Indonesia are a clear consequence of the lack of attention from educators to character education

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[3] "Kasus bullying di Binus School Serpong, motif dan kronologi – Polisi tetapkan empat tersangka," *BBC News Indonesia*, February 21, 2024, https://www.bbc.com/indonesia/articles/c4njy81z0dno.

[4] Yuni Rahmawati, "4 Bocah Tersangka Pembunuhan dan Pemerkosaan Siswi SMP di Palembang Koleksi Video Asusila," *TEMPO*, September 4, 2024, https://www.tempo.co/hukum/4-bocah-tersangka-pembunuhan-dan-pemerkosaan-siswi-smp-di-palembang-koleksi-video-asusila-12564.

[5] Dedi Rosala, "Pembelajaran Seni Budaya Berbasis Kearifan Lokal Dalam Upaya Membangun Pendidikan Karakter Siswa Di Sekolah Dasar," *Ritme* 2, no. 1 (2016).

in schools. By prioritizing character education in schools, it is hoped that students can appreciate the richness of cultures and respect differences so as to reduce conflict and prejudice and foster a sense of unity.

Character education in Indonesia has become one of the main focuses in the development of the national education system, in line with the aim of forming a generation with noble character, integrity, and high social responsibility. Character education is officially regulated through various policies, one of which is Law No. 20/2003 on the National Education System, which emphasizes that education is not only aimed at developing intellectual intelligence, but also the formation of students' attitudes, morals, and characters. Character education in the latest curriculum, named Kurikulum Merdeka, contains Profil Pelajar Pancasila (PPP) or Pancasila Student Profile. The Pancasila Student Profile, which encompasses the traits and abilities needed to be a good global citizen, should be introduced early on in all levels of education. The main sources used in shaping the Pancasila Learner Profile and its dimensions are the Preamble of the 1945 Constitution, the National Education System Law, and the ideals of education according to Ki Hadjar Dewantara. As stated by Darmawan, Ki Hadjar Dewantara's writings can be found in his collected writings[6]. In addition, this Profile was also designed based on a study conducted by the Ministry of Education and Culture on 21st Century competencies as well as various thematic studies produced both in Indonesia and internationally. In addition, the profile is based on research conducted by the Ministry of Education and Culture on 21st Century competencies

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[6] I. Putu Ayub Darmawan et al., "Total Quality Management Dalam Dunia Pendidikan" Model, Teknik Dan Impementasi"," 2021.

and a number of similar studies conducted in Indonesia and around the world[7]. The Pancasila Student Profile, which describes the abilities and traits that should be built into every student in Indonesia, can encourage education policy to be student-centered. This means that the six dimensions of the Pancasila Learner Profile will be built thoroughly and holistically, namely learners who *1) believe, devoted to God Almighty, and have noble character; 2) have global diversity; 3) cooperative; 4) independent; 5) critical thinking; and 6) creative.*

The Incorporation of character values into educational resources, such as textbooks, is crucial in shaping students' moral and ethical development while also promoting academic growth. According to Sheldon, a textbook is a published material that is specifically meant to help language learners enhance their linguistic and communicative skills[8]. The availability of appropriate textbooks for students is critical to the learning and teaching process in school. According to Koesoema, textbooks are an ideal medium for transmitting character education since they may adapt to the student's stage and level based on the grade they are in[9]. There are different purposes of textbooks for each grade, the purpose of elementary grade textbooks is for preparing them into their adolescence phase, while textbooks for junior high school are aimed to form their characteristics in their transition from children to adolescence and so on.

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[7] Dini Irawati et al., "Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022), https://doi.org/10.33487/edumaspul.v6i1.3622.
[8] LE Sheldon, "Introduction in ELT Textbooks and Materials: Problems in Evaluating and Development," *Modern English Publication in Association with the British Council*, 1987.
[9] Doni Koesoema and others, *Pendidikan Karakter; Strategi Mendidik Anakdi Zaman Global*, kompas gramedia, 2019.

The application of character values in the book then becomes the task of the teacher as the applicator of the values in the process of teaching and learning activities. Character education can be incorporated into each subject through learning activities. For example, teachers can use subjects related to procedures or values related to daily life. Character education can be integrated into the learning process by introducing values, raising awareness of the importance of values, and instilling values in students' daily behavior through a learning process that occurs both inside and outside of the classroom in all subjects[10]. It is hoped that character education is more than just a theory, but that it is put into practice in various Islamic educational institutions, particularly madrasah. Character education is problematic in the worldwide setting since it has not been fully realized in each student's individual personality. In Indonesia, character-based education is not widely implemented in educational institutions, notably *madrasahs*.

Character values in textbooks, as well as research on them, have important impacts for students' general moral and ethical understanding. Research from Wardani et al. showed that there are 17 character from 18 characters education values presented in English textbook for senior high school students. Socially aware are the most presented values in the speaking script, on the other hand, peace loving values are not presented in the book at all. From this result, it can be concluded that textbook entitled "Bahasa Inggris SMA/SMK for the Twelfth Grade Senior High

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[10] Kementerian Pendidikan Nasional (Kemendiknas), "Pengembangan Pendidikan Budaya Dan Karakter Bangsa," *Badan Penelitian Dan Pengembangan Pusat Kurikulum*, 2010.

School Student" is appropriate to be used as teaching material[11]. Hapsari[12] analyzed a textbook entitled "Developing English Competencies for grade XI" for senior high school students. This textbook also covers 17 of 18 characters education values developed by the Indonesian Ministry of Education 2010. Honesty has highest percentage of character education values presented in the textbook, followed by tolerance and democracy. Unfortunately, responsibility is not presented at all in the textbook even though it has a significant value. Hirdayu et al. found that there are 17 character education values found on textbook entiltled "When English Rings a Bell" for 7th grade students. Total frequency of character education values presented is 195 times with friendliness/communicative having highest percentage of character education value[13]. Based on the research mentioned above, there seems to be a gap as there is barely any analysis found in lower grade textbooks, especially in Islamic elementary school and how the teacher implemented the character education values in teaching and learning process. However, with the introduction of character education values from the latest curriculum, which is *Kurikulum Merdeka* opens up opportunities for further research into the integration and representation of these separate values in English textbooks at various grade levels.

From all of the descriptions above, the aim of this study is to find character education values on Islamic Elementary School textbook entitled "English

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[11] Elva Ayu Wardani, Zakiyah Tasnim, and Wiwiek Eko B, "Analysis Of Character Education Values In The English Textbook For The Twelfth Grade Senior High School Students: Bahasa Inggris Sma/Smk," *Jurnal Pendidikan Karakter* 9, no. 2 (2019), https://doi.org/10.21831/jpk.v9i2.26416.

[12] Pratama Lysa Hapsari, "Character Education Values In Reading Section Of E-English Textbook For Senior High School Students Grade Xi," *English Language Teaching Forum* 2, no. 1 (2013).

[13] Nurul Hirdayu et al., "Analysis of Character Education Value on English Textbook Students Grade Seventh Of SMPN 10 Parepare," *Inspiring: English Education Journal* 5, no. 1 (2022), https://doi.org/10.35905/inspiring.v5i1.2540.

Enrichment Book for 5th Grade SD/MI". The researcher wants to see if the book is appropriate to use as a tool in teaching and learning. To accomplish this purpose, the researcher will analyze the content of this textbook using the Profil Pemuda Pancasila, which consists of six aspects, including : *1) believe, devoted to God Almighty, and have noble character; 2) have global diversity; 3) cooperative; 4) independent; 5) critical thinking; and 6) creative.*

B. Formulation of research problem

Based on the study description provided above, the researcher is interested in addressing research questions. The problem discussed in this study can be stated as follows:

1. What are character education values presented in the textbook entitled "English Enrichment Book for 5th Grade SD/MI"

2. How is the quality of the English textbook "English Enrichment Book for 5th Grade SD/MI" evaluated from various educational aspects?

C. Objectives of the study

Based on the problem discussed in the background, the object of this study are :

a. To analyze what character education values presented in the textbook entitled "English Enrichment Book for 5th Grade SD/MI'

b. To know how is the quality of English textbook entitled "English Enrichment Book for 5th Grade SD/MI" evaluated from various educational aspects

D. Significance of the study

a. The student

By knowing the character education in the textbook and teacher's explanation, student can be a better person after implement the values in their daily life

b. The teacher

By knowing the character education values presented in the textbook, the teacher will be able to deliver the values to students appropriately. Teacher can also know if the textbook is appropriate or not to be used as a tool in teaching and learning process

c. Other researcher

This research can be the inspiration for other researcher.

E. Scope and Limitation

1. Scope

The scope of this study is the six dimensions of the Pancasila Student Profile, namely; *1) believe, devoted to God Almighty, and have noble character; 2) have global diversity; 3) cooperative; 4) independent; 5) critical thinking; and 6) creative.* (Kemdikbud, no 009/H/KR/2022)[14].

2. Limitation

The limitation of this study is an English textbook entitled "English Enrichment Book for 5th Grade SD/MI". The researcher chose this book as an example of how an Islamic Elementary School in Indonesia takes English as their local content and how the teacher implements the values in class.

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[14] Badan Standar Kurikulum and Asesmen Pendidikan, "Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka," *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia*, 2022.

F. Definition of key terms

To avoid misunderstandings, the writer intends to convey the idea briefly. It comprises a set of key concepts that must be defined. They are as follows.

1. Character Education

   Character education mentioned in this study are Profil Pemuda Pancasila's six dimensions, namely : *1) believe, devoted to God Almighty, and have noble character; 2) have global diversity; 3) cooperative; 4) independent; 5) critical thinking; and 6) creative.* (Kemdikbud, no 009/H/KR/2022)[15].

2. Textbook

   Textbook in this research refer to an Islamic Elementary School English textbook entitled "English Enrichment Book for 5th Grade SD/MI.

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[15] Kurikulum and Pendidikan, "Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka."