CHAPTER I

INTRODUCTION

This chapter provides the nature of the present study. It covers the background of the study, the research questions, the objective of the study, the significance of the study, research methodology, clarification of terms, and the organization of the paper.

1.1 Background of the Study

In 2014, Joko Widodo, then a presidential candidate, in his campaign revealed his plan, called the *Nawa Cita* (nine ideas) on how he would lead the country in the next five years if he was elected as a president. One of the bullet points in the plan was what was called "*revolusi mental*" (mental revolution). Widodo believed that mental revolution was a necessity for Indonesians to re-learn nation's core characters: caring, well-mannered, and cooperative. He observed that these original characters were gradually forgotten by Indonesians and it was what corrupted the populace's minds. Widodo argued that Indonesian Government has many times changed the national and regional laws, even amended the constitution. The root of all the problems that this country had was because the law changes and constitution amendments were not carried out in parallel with reform in the populace's mind-set. Widodo believed that mental revolution would lead the nation towards advancement, justice for all, as well as prosperity of Indonesia.

After Widodo was elected president in late 2014, mental revolution was still a buzzword surrounding his presidency. His administers thus chose the education sector to carry out his mission. A year prior to *revolusi mental* campaign in 2014, and prior to his election, Indonesia Ministry of Education and Culture had launched a new curriculum in 2013 known as *Kurikulum 2013*. Through its core competencies, the curriculum aimed to nurture students' potentials so that they are able to become individuals who are knowledgeable, skillful, and socially competent. Primary and secondary education became the targets of character development with

80% of the curriculum focused on character education for primary level and 40% for the secondary level. The former vice minister of education and culture, Kasim (2013), highlighted that this new curriculum emphasized more on the contextual learning practice, not on the memorization. Implementing K-13 would make Indonesian students more productive, creative, and affective, he further suggested.

The launch of K-13 marks the shift of focus from academic achievement to character development. The core competencies in K-13 should reflect the balanced quality between achievement in hard skills and soft skills. Indonesia's goal of national education is to develop nation's skills and shape its character as well as civilization to become a dignified nation. This is reflected in K-13's generic competencies that encompass three domains including attitude, knowledge, and skill. The attitude domain is sorted out into spiritual and social attitudes that become the first two core competencies of K-13, followed by the third and the fourth competencies which are *pengetahuan* (knowledge) and *keterampilan* (skills). Social attitude as the second core competence is what justifies the integration of character education in teaching-learning process. Character education covers, under its umbrella, areas that include social and emotional learning among moral reasoning/cognitive development, moral education/virtue, life skills education, caring community, health education, violence prevention, conflict resolution/peer mediation, and ethic/moral philosophy (Character Education Partnership, 1993). One of Indonesian professors, Warsono, believed that K-13 with its character education at the core would go well with President Widodo's mental revolution policy. This is in line with the arguments and findings of theorist, experts, and researchers in the field of character education.

According to renowned character education professor, McDonnell, character education is one of the most important, if not the most important, answers to national crisis of character and is absolutely essential to any truly effective reform movement (McDonnell, 1991, cited in Beachum, McCray, Yawn, & Obiakor, 2013). It is one of the deliberate efforts to cultivate virtue (Lickona, 1991). A survey conducted by

Jones, Ryan, and Bohlin shows that "in the last few years Americans tend to place character education as the highest priority in school restructuring programs" (Jones, Ryan, & Bohlin 1998 cited in Edgington, 2002, p. 113) and it is done to achieve that end, which is of cultivating virtue "in the form of core values or values on which a society depends on persevere" (ibid.). Bacanli (2006), in addition, states that "if education only appeals to the cognitive domain, it cannot fully fulfill its function; it falls short of meeting its aim" (Bacanli, 2006, cited in Yidirim, 2009, p. 167).

Character education is essential especially within a democratic society where social equality is the foundation of the ideology. In such society, the members are expected to "behave responsibly, respect other people's diversities, accept what is fair and just, and show concern for the common good by helping others" (Richardson, Tolson, Huang, & Lee, 2009, p. 71). Derek H. Davis in *Journals of Church and State* (2006) argues that character education will help in a good learning environment and without it education may not be effective.

It is necessary to "integrate character education with the curriculum in order to influence the behavior of the students" (Leming, 2000; Noddings, 2002; Ryan, 1996 cited in O'Sullivan, 2004, p. 640). Character education is urgently required since youth are in need of moral direction as they have the risk of hurting themselves and others (Lickona, 1991, cited in Beachum, McCray, Yawn, & Obiakor, 2013). Schools' role as a moral educator becomes even more vital at a time when millions of children get little moral teaching from their parents and when value-centered influences such as church or temple are also absent from their lives (ibid.). Therefore, character education is and must be an educational priority, given the tremendous impact of school on students' character. A nation's survival depends on how well schools contribute to the formation of civic character of their students (Althof & Berkowitz, 2006).

There are several approaches to character education. In Indonesia, with the emergence of K-13 and President Widodo's mental revolution, the approach is

curriculum-based. This is reflected in the ways government compose textbooks as teaching materials. As facilitator of teaching learning process (Tomlison, 1998), textbooks reflect the curriculum in terms of content and objectives and they play an important role on achieving the goals of curriculum as a teaching aid (Chieppetta, Fillman, & Sethna, 1991, cited in Senem, 2013). Textbooks written based on a curriculum should be consistent in terms of content, goals, and objectives of the curriculum.

Since its launch in 2013, K-13 has gone through a number of revisions that prompted the government to release iteration of textbooks. To date, there are four editions of textbooks based on K-13. First edition was released in 2013, second in 2014, third in 2016, and fourth in 2017. The revisions in the curriculum still kept character education at its center, even strengthening its implementation. In 2016, Indonesian ministry of education and culture minister announced the third revision to the K-13 to include what was called Penguatan Pendidikan Karakter (PPK), one of prioritized programs of Widodo – Kalla's five-year term, that would later be brought to the fourth revision of students' textbook in 2017. The program aimed to provide larger portion of character education for the elementary level up to 70 percent. Meanwhile, the secondary level education would receive 60 percent of PPK (Kemdikbud, 2017). In 2017 revised edition, the core competency containing social values is taught indirectly, not required to be encompassed in the content of textbook.

There are considerable amount of students' textbook studies that are based on content analysis. There is a study that focused on science process skills in the 9th grade physics textbook (Senem, 2013). The other focused on L2 learning strategies represented in 33 ELL textbooks (LaBelle, 2010). Another one highlighted relative quantity of mathematics, branches of mathematics, presentation means, and methods in Jordanian Elementary textbooks (Abed & Al-Absi, 2015). In these studies, content analysis is the means to produce standardized code of textual information that enables researcher to make inferences about information in a text. It is a method used to reduce many words of text into fewer content categories with particular

focus based on explicit rules of coding (Krippendorff, 2004; Weber, 1985). In relation to curriculum evaluation, content analysis can be a useful method to examine whether the objectives of the curriculum are well-represented in a particular text (Tamir, 1985), in this case students' textbook.

On the other hand, content analysis that focused on character education embodied in the textbooks is still limited. One study focusing on textbooks regarding character education using content analysis framework is conducted in USA. The study's purpose is to find out the extent to which character education is presented in eight education textbooks for teacher candidates. The result of this study reveals that the expansive topic of character education is largely silent in the textbooks. Therefore, the information presented is found to be narrow in scope and breadth (Protz, 2013).

In Indonesia, there are ample of research on the consistency and congruence of students' textbook contents and learning materials with the K-13. In regards of character education and values that the K-13 requires, there is a study that is dedicated particularly to discovering character values integrated in middle school students' social science textbook. Using inferential content analysis as its framework, the study reveals that while all character values required by the curriculum were found in the three textbooks used in the city of Surakarta, the content that embodied those values were deemed inadequate with average distribution at 31.33% (Permatasari & Zuchdi, 2014).

A recent content-analysis-based study conducted by Mumpuni (2018) aimed to identify character values integrated in government-issued teachers' book and students' textbook for the second grader and to see whether the values integrated in both books were congruent with the core competencies in elementary school curriculum. The study reveals that spiritual and social character values the curriculum includes in the first and second competencies are found within both teachers' handbook and students' textbook. The values include religious, honest,

discipline, caring, and confident. Other positive character values such as conscientious, careful, and teamwork are also discovered and considered as accompanying values to the ones established by the curriculum. The study further elaborates the way through which the identified values are presented in both books.

Using content analysis, this study aims to unearth the social-oriented character values embodied in Indonesia Ministry of Education and Culture's latest versions of "When English Rings a Bell", English student's book for seventh grader published in 2017. The study tries to discover the way social-oriented character values that include honesty, discipline, responsibility, caring, confidence are promoted in the textbook and investigate the extent of potential the textbook has in building students' character.

1.2   Research Questions

The present study attempts to address the following research questions:

1. To what extent are character values focused on social attitude development embodied in the seventh grade English textbook entitled *When English Rings a Bell* published by the Ministry of Education and Culture?

2. How are the social values promoted in the textbook?

1.3   Objectives of the Study

The objectives of the study are as follows:

1. To unearth the social character values embodied in the seventh grade English textbook published by the Ministry of Education and Culture.

2. To discover the way the social character values are promoted in the textbook.

1.4   Significance of the Study

This study hopefully provides insights into issues related to character values for curriculum developers, textbook authors, and English educators. The findings of

this study may help curriculum developers to determine the gap between the curriculum and the textbooks as the implementation of the curriculum. The developers may use the gap as their guide to create a better curriculum and textbook regarding the character education values.

Textbooks authors may benefit from the results of this study as it gives them the knowledge to interpret the curriculum while writing the textbooks. It is known that textbook is the vehicle for transmitting knowledge and focuses on the provision of information and congruent activities (Walker & Horsley, 2003, cited in Opoku-Amankwaa, Brew-Hammond & Kofigah, and Francis, 2011). It is the fundamental material for lessons and is used by teachers to develop lessons since most of teachers depend on textbooks to define what and how they teach (Chiappetta and Fillman, 2007, cited in Senem, 2013).

1.5 Research Methodology

1.5.1 Research design

This study is qualitative-descriptive in nature. Hancock (2002, p.2) suggests that research using qualitative method 'focuses on description and interpretation that may lead to development of new concepts or theory' that help people understand the subject of the study. Furthermore, by using qualitative method coupled with textual analysis, the data collected are analyzed to meet the aims of the study.

Furthermore, this present study employs content analysis as research technique. According to Krippendorf (2004, p. 18), content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use." In this regards, texts are not limited to written material. Content analysis also considers art works, images, maps, sounds, signs, symbols, and even numbers – any meaningful matters that "speak to someone phenomena outside of what can be sensed or observed" – as data.

This qualitative content analysis draws inferences from the examination of topics and themes and data. Therefore, this kind of analysis is mainly inductive (Sándorová, 2014). Unlike quantitative content analysis that chooses its sampling

randomly, the sampling of qualitative content analysis is intentionally chosen and the results of the study brings descriptions.

Therefore, this technique, particularly the content analysis technique, is employed in this study to unearth to what extent the character education values focused on social attitude development are embodied in the textbook published by the Ministry of Education and Culture and discover the way those values are promoted in the textbook.

1.5.2 Data collection

The subject of this study is seventh grader's government-issued English textbook entitled *When English Rings a Bell*. The book was published by the ministry of education and culture in 2017. The object of the study is the social-oriented character values embodied in the textbook.

The data required for the study are collected through close reading and identifying and categorizing the social character values cultivated through the textbook. The variables include activities, identified values, and textual forms.

1.5.3 Data analysis

The data analysis of this study is fourfold, encompassing coding, categorizing, comparing, and concluding (Cohen, et. al. 2007, cited in Sándorová, 2014). After "When English Rings a Bell" was picked as the subject of the study and research questions were formulated, analysis ensued in the form of tabulation of data. The findings then became the basis of inferences and research questions were answered. After presenting the result using descriptive method, a conclusion is drawn.

1.6 Clarification of terms
1) Character education

According to Ryan and Bohlin (1999), people of good character are individuals who know the good, love the good, and do the good. Thus, character education is defined as insistence that there are important core

ethical values - such as caring, honesty, fairness, responsibility, and respect for self and others - that form the basis of good character (Lickona, Schaps, Lewis, 2002). It is a deliberate effort to cultivate virtue in its cognitive, emotional, and behavioral dimensions, permeating through stages of school life from the teacher's example to the handling of rules and discipline to the content of the curriculum to the conduct of sports (Lickona, 2001).

2) Character values

Character values are human virtues that "provide standard for defining good character" (Lickona, 2011, p. 3). The character values that this study focuses on are social-oriented values prescribed under K-13's second core competency that include honesty, discipline, responsibility, courtesy, caring, and confidence.

3) Textbook

In regards of educational system, textbook is defined as a teaching material as well as the source of instruction methods. It is a "standard source of information for formal study of a subject and should be regarded as one of many sources teachers can draw upon in creating effective lessons" (Graves, 2000, p. 175). The textbook that is the subject of this study is the latest version of EFL textbook published by Indonesian ministry of education in 2017 entitled When English Rings a Bell. The textbook is designed for seventh grade students.

4) 2013 Curriculum

Kurrikulum 2013 (K-13) is a curriculum launched by Indonesian ministry of education and culture in 2013 as the successor to *Kurikulum Tingkat Satuan Pendidikan* (school-based curriculum). The 2013 curriculum was developed to produce individuals that possess competences demanded by the 21st century. It is the vehicle that would bring Indonesia to meet its national education goal

which is to develop nation's skills and shape its character as well as civilization to become a dignified nation. The curriculum's objective is to enrich the life of the nation and to develop students' potentials to become individuals who are faithful to the One God, noble, healthy, intelligent, competent, creative, independent, democratic and responsible. The curriculum aims to meet this objective through four domains of core competencies including spiritual and social attitudes, knowledge, and skills. This study focuses on the character values embodied in students' textbook that orient toward social attitude development as prescribed under K-13's second core competency. The values include honesty, discipline, responsibility, courtesy, caring, and confidence.

5) **Content Analysis**

According to Krippendorf (2004, p. 18), content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use." In this regards, texts are not limited to written material. Content analysis also considers art works, images, maps, sounds, signs, symbols, and even numbers – any meaningful matters that "speak to someone phenomena outside of what can be sensed or observed" – as data. This study employs content analysis as its technique to unearth to what extent the character education values focused on social attitude development are embodied in the textbook published by the Ministry of Education and Culture and discover the way those values are promoted in the textbook. The content of the textbook analyzed in this study will be the written text including instruction, dialogue, monologue, and tasks.

1.7 Scope of study

This study specifically aims to unearth the social character values embodied in the seventh grade English textbook published by the Ministry of Education and Culture and to discover the way the social character values are promoted in the

textbook. To achieve those objectives, qualitative content analysis is employed as the research method and technique. While a textbook consists of a number of text (layout, pictures, etc) that can be analyzed through a content analysis, this study limits itself to the analysis of the textbook's written text that include instruction, dialogue, monologue, and tasks. Analyzing other elements such as images might require different tool of analysis.

1.8   Organization of the paper

The structure of this research consists of five chapters as follows:

CHAPTER I

This chapter provides the nature of the present study as it elaborates the origin of the problem that suggested the study. It covers the background of the study, the research questions, the objective of the study, the significance of the study, research methodology, clarification of terms, and the organization of the paper.

CHAPTER II

It consists of details on the theoretical frameworks employed in the study. It introduces and describes the theories that will provide support for the present study. It includes literature reviews on textbooks, character education, and the 2013 Curriculum, as well as previous studies related to these topics.

CHAPTER III

This chapter contains the research methodology, describing the data used in the research and the methodology to be adopted. It covers sections such as research design, research questions, subject of the study, collection procedure, data analysis, and data presentation.

CHAPTER IV

This chapter presents the result found in relation to both the research questions and existing knowledge. It encompasses findings that include values embodied in *When*

English Rings a Bell, both from the 2013 Curriculum and other additional social values. This chapter also presents findings on the way the values are promoted in *When English Rinsgs a Bell*. Interpretation of the results, analysis, and argument are also presented in the last section of this chapter.

CHAPTER V

This last chapter provides conclusion of the study and possible issue for further research based on the present study's findings, its interpretation and analysis. The chapter consists of the conclusion of the study, its implication, and recommendation for future researches.