Portraying Character Education in Junior High School Textbooks of the 2013 Curriculum

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Article Info	Abstract
	It cannot be denied that character education is the key to avoid moral degradation. This study aimed at investigating character education in three English textbooks for Junior High School of the 2013 Curriculum. Content analysis technique was employed in this current study. The result of the study showed that character values *Related to Self* gained a very large majority percentage which obtained (56.69%). Then it was followed by character values *Related to Others* (32.83%) and a very small number of *Related to Environment* (8.30%), *Related to Nation* (1.42%) and *Related to God* (0.75%) as the least percentage occurrence. It also found that there were four additional character values namely *Confidence*, *Courtesy*, *Wisdom*, and *Humility* existed in the textbooks. These results lead to the conclusion that the textbook authors should reconsider the existence of 18 character values in each English textbook for Junior High School.

INTRODUCTION

In today society, moral degradation among the youth in modern era is becoming trends. Generally, Lickona (2012) concludes there are ten troubling youth trends, namely (1) violence and vandalism; (2) stealing; (3) cheating; (4) direspect for authority; (5) peer cruelty; (6) bigotry; (7) bad language; (8) sexual precocity and abuse; (9) increasing self-centeredness and declining civic responsibility; and (10) self-destructive behavior. The word *character* in ancient Greek means "to engrave," which emphasize the engraved traits will affect people to behave in the certain manner (O'Sullivan, 2004). Lapsley and Narvaez (2006) define character is a manifestation of certain personality traits called virtues that dispose one to habitual courses of action, which trait and habit related to

psychology. Furthermore, the outcome of effective character education is the psychological development of students (Berkowitz & Bier, 2005). It deals with teaching students to develop the ability to decide how to behave in an appropriate manner in various social situations with the purpose of developing individuals who are capable of understanding moral values and who choose to do the right thing.

THEORETICAL FRAMEWORK

The character education content in the current curriculum, the 2013 Curriculum *(K-13)* is based on the Ministerial Decree of Ministry of Education and Culture (MoEC) Number 81/A 2013. There are eighteen characters that proposed in the 2013 curriculum: spiritual; honesty; tolerance; discipline; perseverance; creativity; independence; democracy; curiosity; nationalism; patriotism; appreciation; friendliness or communication; love of peace; reading interest; environmental awareness; social awareness; and responsibility (Ministry of Education, 2010). In terms of which values to be added, Megawangi (2010) adds value such as reverence and love for God's creation; responsibility, discipline, and independence; honesty; respect and courtesy; love, care, and teamwork; confidence, creativity, determination, and perseverance; justice and good leadership; kindness and humility; tolerance, peacefulness, and unity. Meanwhile, Lickona (2012) proposes ten values that can be taught in school, i.e., honesty, justice, tolerance, wisdom, discipline, mutual help, care to others, cooperate, brave, and democracy. He also adds that those ten values derived from two major values, respect and responsibility.

According to Cubukcu (2012), it is the hidden curriculum that focuses on shaping students with the desire of social norms and values that can be implemented in the society. The hidden curriculum also refers to the aspect of the actual curricula such as content, textbook, and methods but this concept includes all implicit materials and concepts in principles and structure of the educational system (Azimpour & Khalilzade, 2015).

As a source of learning, a textbook is expected to contain character values and knowledge which are appropriate to the learners'. Based on some previous researchs (Hapsari, 2013; Mardikani & Suwarjo, 2016; Winarni, 2013), some textbooks did not fully cover 18 characters proposed by the government.

Therefore, a research in analyzing EFL textbooks needed to be conducted in order to know the distribution of 18 character values.

RESEARCH METHODOLOGY

This study applied a content analysis technique that follows the processes proposed by Cohen, Manion, and Marrison (2007) namely: *Coding, Categorizing, Comparing,* and *Concluding*. The objects of this study were the most dominant English textbooks of 2013 Curriculum used by seventh, eighth, and ninth graders in 25 Junior High Schools that have applied 2013 Curriculum in Rejang Lebong. In collecting the data, those three textbooks have been collected as the sources to investigate the character education by using the checklist. Meanwhile, the data analysis were followed the steps proposed by Miles and Huberman (1994) namely: data reduction, data display, and making a conclusion.

DISCUSSION

Character Education Portrayed in the Textbooks

This section focuses on the 18 character values that proposed by the government:

Table 1. The frequency and percentage of occurence for character education values

No	Category/Value	Frequency (F) and Percentage (P)						F total	P total
		Textbook 1		Textbook 2		Textbook 3			
		F	P	F	P	F	P		
1.	Related to God								
	Spiritual	3	0.22	2	0.15	5	0.37	10	0.75
2.	Related to Self								
	Honesty	10	0.75	7	0.52	3	0.22	20	1.50
	Discipline	135	10.10	136	10.17	99	7.40	370	27.67
	Perseverance	76	5.68	53	3.96	94	7.03	223	16.68
	Creativity	3	0.22	9	0.67	6	0.45	18	1.35
	Independent	0	0.00	5	0.37	2	0.15	7	0.52
	Curiosity	18	1.35	3	0.22	7	0.52	28	2.09
	Reading Interest	6	0.45	5	0.37	7	0.52	18	1.35
	Responsibility	11	0.82	37	2.77	26	1.94	74	5.53
	Total	259	19.37	255	19.07	244	18.25	758	56.69
3.	Related to Others								
	Tolerance	1	0.07	1	0.07	2	0.15	4	0.30
	Democracy	0	0.00	0	0.00	11	0.82	11	0.82
	Appreciation	15	1.12	23	1.72	23	1.72	61	4.56
	Friendliness/Communication	159	11.89	119	8.90	77	5.76	355	26.55
	Love of peace	1	0.07	6	0.45	1	0.07	8	0.60
	Total	176	13.16	149	11.14	114	8.53	439	32.83
4.	Related to Environment								
	Env. Awareness	10	0.75	19	1.42	14	1.05	43	3.22
	Social Awareness	14	1.05	23	1.72	31	2.32	68	5.09
	Total	21	1.63	45	3.50	48	3.73	114	8.30
5.	Related to Nation								

Nationalism	7	0.52	3	0.22	1	0.07	11	0.82
Patriotism	1	0.07	6	0.45	1	0.07	8	0.60
Total	8	0.60	9	0.67	2	0.15	19	1.42
Total per Textbooks	470	35.15	457	34.18	410	30.67	1337	100.00

The implication of character education Related to God

Based on the findings, it has shown that the category related to God has the least proportion in the textbooks. The result was the same as Aslamiyah (2012). The words like *He does not forget to pray before he sleeps* and *Thank God* or *we will have a party to thank God* were the reflection of spiritual value. Overall, the presence of spiritual value in the textbooks only limited to give example of attitudes and submissive behavior in carrying out the teachings of religion. In contrast, it forgot to promote implementing tolerance toward the practice of other religions and living in harmony with other religions which it is stated by Ministry of Education (2010). Implementing tolerance toward other religions to live in harmony is really needed to be promoted since Indonesian live in diversity.

Picture 1. The example of spiritual

The implication of character education related to self

It found that this category has the highest proportion in the textbooks which is similar with the study that conducted by Utami (2015).

Discipline

Discipline is an action indicating orderly and obedient behavior on various rules and regulations (Ministry of Education, 2010). In following the learning activities in school, it cannot be separated from the various rules and regulations that apply in school, and every student is required to be able to behave in accordance with the rules and regulations. Compliance and obedience of students to the various rules and regulations that apply in school is the reflection about their quality. Furthermore, Bear (2008) claims that discipline promote positive

relations with others and positive school climate, fosters academic achievement, and promotes self-worth and emotional well-being.

Perseverance

Perseverance can be defined as the behaviors that indicate effort to overcome barriers in learning and assignments, as well as completing the task as well as possible (Ministry of Education, 2010). This value generally appeared in the textbooks in learning instructions. As stated in the textbooks *We will use dictionary. We will spell the words correctly... if we have any problems, we will go to our teacher for help* was the example of teaching perseverance to students. Narvaez (2001) says that perseverance enables students to complete ethical actions that are important for them and others but without perseverance many ethical actions would fail at the first time they face the difficulty. Even though, what students are aimed sometimes cannot achieve yet, they still need to keep trying.

Responsibility

Responsibility is an attitude and behavior of a person to carry out the duties and obligations he or she should does, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God (Ministry of Education, 2010). There were instructions like *In your journal, write your reflection on your learning process in this chapter*. Furthermore, there were examples such as *I always help my mom whenever I can*, *When we get home* and *we do housework ourselves*. It teach students to be responsible toward their obligations as an individual and as a part of community. Narvaez (2001) clarifies responsibility into personal and social responsibility. Personal responsibility refers to student's own responsibility meanwhile social responsibility refers to the responsibility of student toward his or her community. By giving these examples, the students will gain their confidence and the will also get trustworthiness for their surroundings.

Curiosity

Curiosity is attitudes and actions that are always working to find out more in depth and extend from something he or she learned, seen and heard (Ministry of education, 2010). Curiosity generally emerged in the textbooks through the instructions. The example was like *We will tell the names of the public buildings and other facilities in our town or village and their location*. Curiosity will make students more sensitive in observing various phenomena or events around them which it

means that through curiosity students will learn more.

Honesty

Ministry of Education (2010) defines honesty as a behavior based on an attempt to make oneself as one who can always be trusted in words, actions, and employment Majority of the materials in the textbooks which presented honesty were discussed about admitting mistake. U.S. Department of Education (2005) states that one of the examples of being honest is facing up to mistakes. Admitting mistakes is the beginning of honesty because it means being truthful in what someone says and it also includes the actions.

Creativity

Creativity is thinking and doing something to generate new method or result of something that has been owned (Ministry of Education, 2010). Creativity is useful to help students to solve problems more efficiently and effectively and enabling to produce innovative products. In the textbooks, creativity is presented in form of example that promote students to combine something into a product that have aesthetics value like *we can use used paper... we can also use used wood for frame* that promote students to be aware toward their surrounding and use unused things to craft useful products.

Reading Interest

Reading interest is a habit to take time to read the various readings that give students the benefit (Ministry of Education, 2010). By reading, students can acknowledge more about anything and it cannot be denied that reading is the foundation of academic skill. The value of reading interest only emerged in few pages in all textbooks and it can be seen through some passages and pictures in the textbooks. Reading will open up student opportunities to absorb as much information as possible. Reading will foster students' ability to think creatively, critically, analytically and imaginatively.

Picture 2. The example of reading interest

Independent

Independent is attitudes and behaviors to be responsible to complete task without burdening others (Ministry of Education, 2010). It is distressing that independent only can be found in few pages in the textbook 2 while independent is really important to be integrated in cross level. The examples were like *She can get up early herself* and *You should not depend on others all the time*. This kind of examples were satisfying because it can teach students to be responsible to take care of themselves without having to depend on parents but it is better if the textbooks also can promote independent in school context.

The implication of character education Related to Others

Friendliness or Communication

Ministry of Education (2010) defines friendliness or communication is an action showed pleasure in speaking, associating and cooperating with others. In the textbooks, it provided examples were very appropriate with student's level such as saying *Hi!* and *Hello!*, greeting someone, asking someone's news, and taking permission to leave. Furthermore, the textbooks also provided examples about association and cooperation with others. The examples were like *Udin, Edo, and Beni are always together*. In addition, the textbooks provided instruction for students to work cooperatively like *work in groups*.

Appreciation

Appreciation is the attitude and action that drive someone to produce something useful for his/her society and recognize and reward the success of others (Ministry of Education, 2010). Expressing appreciation by giving verbal praise like saying *thank you* and *congratulation* is one of the simplest and most effective ways of showing appreciation. This value will motivate someone to always do good things since someone who feels appreciated will always do more than what is expected.

Democracy

It is distressing that democracy could not be found in textbooks 1 and 2 but the value of democracy existed in textbook 3 with 10 times. Ministry of Education (2010) defines democracy as a way of thinking, behaving, acting, which assesses the same rights and obligations of oneself and others. In the textbook 3, the materials were only about giving agreement and disagreement. The examples were satisfying in order to teach students to express their thoughts by speaking

freely and responsibly. Democracy is vital in order to teach students to be good citizen.

Love of Peace

Value of love of peace in the textbooks emerged only 4 times where textbook 1 and textbook 3 raised once and textbook 2 rose twice. Love of peace is the attitudes, words, and actions that make other people feel happy and safe over the presence of him or her (Ministry of Education, 2010). The sentences like *His parents kiss* was one of the example. In addition, in the textbook 3, it emerged a song about love between parents and child. It can be concluded, the presence of love of peace in the textbook were mainly about love to relatives.

Tolerance

Value of tolerance in the textbooks emerged only 4 times where textbook 1 and textbook 2 rose once and textbook 3 twice. Ministry of education (2012) defines tolerance as attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. In textbook, it found sentence like *The rule may not be suitable in our culture. But it may necessary in their culture.* The textbooks also provided very simple example about tolerance. It was about respecting other students while studying in the classroom like not to be noisy and not play around in the classroom. This kind of examples is very much needed in promoting tolerance because from that example students will realize that people are brought up with different cultures and background from each other. By addressing the differences that occur with open mind, it will form students who are critical and respectful of differences.

Picture 3. The example of tolerance
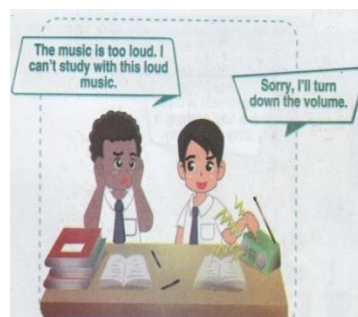
The implication of character education Related to Environment

Environmental awareness is the attitudes and actions which seek to prevent damage to the surrounding natural environment and develop efforts to repair the

environmental damage that has occurred (Ministry of Education, 2010). The examples such as *not to litter, water the plants, plant trees and take care of the garden, don't burn the trash, save energy and keep the air clean,* and even to keep the things clean and tidy were good examples to be delivered to the students through the learning material.

Picture 4. The example of environmental awareness

Although the textbooks presented materials the environmental awareness toward plants and nature, but there was less evidence that the material talked about animals. It is better if textbooks can provide some material about it in upcoming textbooks. The existence of other living things such as animals must also be appreciated and preserved because of the dependence among man, plants, and animals in natural order.

On other hand, human beings are social living creatures. Human wholeness will be achieved if humans are able to harmonize its role as a social beings. In essence, social awareness creates students to empathize with others by taking perspective from diverse background. Ministry of Education (2010) defines social awareness as attitudes and actions that always want to help other people and communities in need. In the textbooks, it can be found some materials that provided examples of social awareness such as helping somebody like classmate and neighbor, taking care somebody, donating to orphanage home and street children, and even just reminding someone to keep healthy.

The implication of character education Related to Nation

Students really need to be taught the values of nationalism and patriotism so that they can love their own country and willing to fight for the integrity of the nation above their personal interest. Ministry of Education (2010) defines patriotism

is the way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group. Meanwhile, nationalism is the way of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.

Picture 5. The example of patriotism

Materials like *national days in Indonesia* and *flag ceremony* were the example of appreciating the sacrifices of heroes and heroines as can be found in the textbooks. The material *I'm proud of Indonesia* and *Map of Indonesia* teaches students about pride and love toward what this nation has. Knowing the environmental, physical, social, cultural, economic and political of the nation can teach students to realize how great and rich the country is. Meanwhile, the sentence like *You should read more stories from around Indonesia* teach students to appreciate the richness of Indonesian culture.

Additional Character Values Portrayed in the Textbooks

There were eight additional character values were established in the additional values category. There were respect, humility, courtesy, justice, confidence, leadership, wisdom, and brave.

Table 2. The frequency and percentage of occurrence for additional values

No	Others Values	*Frequency (F) and Percentage (P)*						F total	P total
		Textbook 1		Textbook 2		Textbook 3			
		F	P	F	P	F	P		
1.	*Respect*	0	0,00	0	0,00	0	0,00	0	0,00
2.	*Humility*	0	0,00	1	0,27	0	0,00	1	0,27
3.	*Courtesy*	4	1,09	19	5,19	2	0,55	25	6,83
4.	*Justice*	0	0,00	0	0,00	0	0,00	0	0,00
5.	*Confidence*	127	34,70	98	26,78	103	28,14	328	89,62
6.	*Leadership*	0	0,00	0	0,00	0	0,00	0	0,00
7.	*Wisdom*	0	0,00	0	0,00	12	3,28	12	3,28
8.	*Brave*	0	0,00	0	0,00	0	0,00	0	0,00
	Total per Textbook	131	35,79	118	32,24	117	31,97	366	100,00

The implication of additional character values

Based on the data analysis, confidence has a very large number of occurrences and it can be found in whole textbooks. Hornby (1995) defines confidence as a feeling or belief that one can firmly trust or rely of somebody. It is really good since in learning everything, confidence is all someone need. By having confidence students will become an individual which can evaluate the whole of theirselves so as to give a strong belief in his or her ability to take action in achieving various goals in his or her life. In the textbooks, confidence was presented in the instruction like *we will say the words loudly, clearly, and correctly*. This is a satisfying example to establish students' confidence in learning English, especially for speaking skill. Unfortunately, it is rarely to find this value integrated into the learning materials.

Courtesy is polite behavior or good manner (Hornby, 1995). In the socializing, courtesy will guide someone to act based on the norms or ethics in his or her society. The value of courtesy only can be found in textbook 1 and textbook 2. Some examples like asking permission such as *May I...* and *excuse me* are a part of courtesy. In addition, there was also an example about kissing parents hand which it is represented Indonesian culture. Meanwhile, humility is a modest or low opinion of one's own importance (Hornby, 1995). This value only existed once in textbook 2. The example of humility was *For exercise, please run, walk, or ride a bicycle. Don't use expensive tools*. It reflects an action to live simply and thrifty.

Picture 6. The example of courtesy

Lastly, Hornby (1995) defines wisdom as the ability to make good and serious judgment because of one's experience and knowledge. In other word, wisdom is a way of thinking and doing that use mindfulness in dealing with decision making. Each decision is considered carefully based on extensive science or experience. Therefore, a wise man always knows what is good and what is bad before he does

something. Wisdom only can be found in textbook 3 through quotes of famous people at the end of some chapters in the textbook. It is delightful to present some materials like this in order to motivate students to do good things.

Picture 7. The example of wisdom
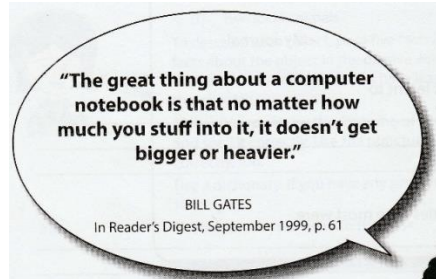
CONCLUSION AND SUGGESTION

This study examined the character education content portrayed in English textbooks for seventh, eighth, and ninth graders of Junior High School published by Ministry of Education and Culture in Rejang Lebong. First, it can be concluded that the existence of character education *related to self* as the most frequent occurrence category. Then it was followed by character values *related to others*, and *related to environment*, *related to nation*, and *related to God* as the least percentage occurrence. It also found that additional character values such as confidence, courtesy, wisdom, and humility were exist in the textbooks. Therefore, it needs to promote the presence of all characters since the study revealed the textbooks for junior high school level did not fully cover 18 characters.

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