

CHAPTER I

INTRODUCTION

This chapter includes background of the study, problem identification, problem limitation, research questions, objectives of the study, research significance, conceptual definition, and operational definition.

1.1 Background of the Study

In the 21st century, technology internalizes human being into all world field (Malik, 2018). We live with visible and massive technology in our hands to be connected with all parties worldwide. In a develop countries, the used of internet expanded in every aspect of everyday practices, including education. This relates to 21st-century skills, as survival, likely knowledge, character traits, and work habits are critically important in today's era (Malik, 2018). Students are the center of change as digital citizens that close to and live with the internet and technology. They become the key point to be prepared in education to face the current globalization and modernization (Susanto, Ritonga, & Desrani, 2022). According to students' complex skill needs, there is also various damaging news threats related to students' character. Various cases include fights between peers, brawls, bullying behavior, speechlessness, acts of violence against peers to parents, decreased honesty, loss of sense of responsibility and empathy, drugs, and sexual harassment done by students (Susanto et al., 2022). Meanwhile, English is the international language taught in final grades for elementary level and emphasized

starting from junior high school level. In this stage, students' cognitive development is called as early adolescences who facing turbulent times. Early adolescence emerges between 11-15 years of age, with positive and negative reactions changing over time (Santrock, 2016a). The character decline of these early adolescences is a severe problem that must be resolved immediately through character education.

Today's students must prepare for the reality faced in 21st-century skills through school. It is part of significant change, not only developing cognitive and psychomotor aspects (Trilling & Fadel, 2009). In recent years, there has been a transition in education systems as a conceptual framework for facing 21st-century challenges through future competence (Erstad, Kjällander, & Järvelä, 2021). It relates to four integral dimensions of a complete and balanced education in the 21st century, namely knowledge, skill, metacognition, social emotional, and character (Susanto et al., 2022). A character is part of human action, behavior, attitude, emotion, and habit, while a good character shows from his/her good behavior and manner (Agni et al., 2020). The symbol represents human discipline, obeying the rules, being responsible, creative, hardworking, and respecting differences (Syafitri, 2019). Moreover, character education defines as an educational stage to build and shape a wonderful individual personality as honest, responsible, work hard, and respectful (Lickona & Roosevelt, 1993).

Implementing character education in school is necessary to face early adolescent challenges (Susanto et al., 2022; Zulkarnaen et al., 2011; Ministry of Education and Culture, 2017). Zurqoni et al. (2018) in their research stated that

school is the place to apply character building and design character programs that can be facilitated through textbooks. The Indonesian Ministry of Education and Culture proposed eighteen character education values, including religious, honest, tolerant, disciplined, hardworking, creative, independent, teamwork, courageous, nationalist, solidarity, appreciative achievement, friendship, peaceful, confident, environment wary, social, and responsible (Ministry of National Education, 2010). Then, it was revised into five core values emphasized in EFL Indonesian textbooks for junior high school levels. Those values are rooted in National Foundation and *Pancasila* as the five foundations for Indonesia (Darmayenti & Yustina, 2021; Hutubessy, 2019; Putriyanti, Winarni, & Rohmadi, 2019). The five core values are religious, nationalist, independence, cooperative, and integrity values.

Textbook is consider as a primary source in learning language designed with the representation of cognitive skill that embodied the learners level development, social context, character and culture (Wardani et al., 2019; Puspitasari et al., 2021). In this process, textbooks are intermediation for cultivating character values contain learning objective, learning materials, explanations, exercises, activities, texts, pictures, dialogues, reflections, and aspects related to character education (Cunningsworth, 1995)Ayu et al., 2019). The Ministry of Education and Culture provided textbooks in purpose to facilitate students with comprehensive learning materials with authentic and variety of activities, skills, and media that inserted character values based on current education national standard (Regulation of the Minister of Education and Culture of the Republic of Indonesia, No 8,

2016; Research and Development Board of Educational and Cultural Policy Research Center, 2017). Thus, learning activities promote a mandatory point as call in character education program to be implemented in school routine, classroom activities, and school society practices.

In basic, textbook should consider several criteria to meet appropriate language learning materials, objectives, media, evaluations, and students' needs. As the primary learning material, every textbooks have to provide learners with authentic language learning materials, language skills, and meet learners' needs based on the objectives of language learning (Cunningsworth, 1995). Textbook is expected to provide authentic and range activities about the language use and language skill in various effective examples, texts, dialogues, exercises and assignments (Cunningsworth, 1995). The next criteria is related to language items should cover variety of language learning method that appoint learner' language learning style, broad topics, and encourage learners to adjust the language skills (Cunningsworth, 1995). Therefore, the last criteria is associated with appropriateness of contextual language proficiency related to the targeted language practices based on learners' English proficiency (Cunningsworth, 1995). Hence, there are several criteria of a good textbook for English learning.

The three textbooks for the junior high school levels are expected to be able to meet these criteria. Moreover, the textbook's design is expected to represent cognitive skills that embody the learner's level of development, social context, character, and culture (Wardani et al., 2019; Puspitasari et al., 2021). In this process, textbooks are intermediary for cultivating character values that contain

learning objectives, learning materials, explanations, exercises, activities, texts, pictures, and reflections (Ayu et al., 2019). Cognitive, social, and emotional developments of children are the next point that must be considered in the presentation of the student textbook so that the textbook is designed according to the needs of junior high school children. The textbooks are expected to elaborate the learning materials in concern with early adolescent students' needs who are logical thinkers, have high reasoning skills, curious, full of mood swings, emotional, selfish, self-esteem, and egocentrism (Santrock, 2016). Moreover, junior high school textbooks should instill good examples of how early adolescent students might interact with parents, peers, society, and the community. This deals with their social and emotional development in how early adolescent students perceive and shape their selves in society (Santrock, 2016a). The textbook's content is highlighted in presenting all the early adolescent learning needs and development.

There are several studies conducted in analyses eighteen character education values in English textbook. Alvionita & Arifmiboy (2020) analyzed an English textbook entitled *Think Globally Act Locally* for ninth grade students in eighteen character education values. There studied aimed to find out the values on English dialogues in the textbook. Based on the result, there were sixteen character education values that dominated to the social care values. The same research found in Putri, Kurnia & Besral (2020) analyzed eighteen character education values in SMA/SMK English textbook in each reading text. The result found fourteen values released in the textbook, while four values are not insert in the

textbook include environmental awareness, independent, democracy, and reading interest characters. Other researcher interpreted five core values in English textbook entitled *When English Rings a Bell* for 7th grade level. The data showed all values were represented in the textbook, while the character education values were imbalance number (Khanadi et al., 2022). In line with Widyaningrum & Martono (2021) studied analyze five core values in religiosity, nationalism, independence, helping each other, and integrity. Moreover, the study came up with cultural awareness into the textbook content.

Based on previous research, character education in a textbook for high school levels becomes one of the main points to encourage 21st-century skills as new demands and needs. This mandatory explained in every textbooks preface about the important of balancing attitude competence, knowledge, and skill. Meanwhile, only a few researchers analyze three different levels of textbooks for junior high school students. Even though only a few researchers researched the five core values of character education in Indonesian textbooks, most of the researchers analyzed the eighteen-character education, and few came up with five core values proposed by the Indonesian Ministry of Education and Culture in 2017. There is no study undertakes five core values that combine the importance of students' cognitive and socio-emotional development in character education values contained in the textbooks. It is significant to develop a study related to the new paradigm of character education about five core values in connection with the rich elaboration of early adolescences' cognitive, social, and emotional development in English textbooks for junior high school students. Hence, the

present study investigates the Analysis of the Five Core Values in English textbooks for junior high school as helpful information for observers of education development, especially in character education covered in English textbooks with early adolescent development.

1.2 Problem Identification

A new program established by the Indonesian Ministry of Education and Culture about character education should have more intention in school and class activities. As a result of character degradation, textbooks for teaching and learning become the primary potential media to introduce character education values among teachers and students. At the same time, another issue is the use of eighteen character education values represented in the learning material developed into five core values rooted in the National Foundation and *Pancasila*. The newest movement brings attitude, knowledge, and skill with students' social emotion and cognitive development as the main aspects to be immersed into the student's minds and characters. Meanwhile, textbooks provide various learning activities based on students' needs and the latest curriculum, such as learning objectives, reading texts, writing activities, speaking materials, listening dialogues, pronunciation practices, descriptions, exercises, and reflections.

Those activities are supposed to insert character values to engage and reform students' comprehension of specific models of good character values. Indeed, textbooks implicitly cover multiple character education values under the target's cognitive, social, and emotional in early adolescence. Therefore, the study

on the analysis of five core values of character education in English textbooks for junior high school is beneficial to be conducted. It is because Indonesian EFL textbooks are the primary helpful material for teaching and learning processes that have mandatory to raise the five core values in the textbooks. The textbooks' contents will be investigated to gain compatibility with early adolescences' social emotions, cognitive development, moral development, and culture. Hence, the present study is expected to make the teachers, students, and other parties critically aware of character education and five core values in EFL Indonesian textbooks for junior high school development stages.

1.3 Statement of the Problems

Based on the explanation of the background of the research problem, the research problem is formulated as follows:

1. What five core values and their sub-values are instilled in the three Indonesian English textbooks for three different levels of junior high school?
2. How do the five core values included in the three Indonesian textbooks for three levels of junior high school relate to students' cognitive, social and emotional dimensions as early adolescent?

1.4 Objectives of the Study

Based on the formulation of research problems, the present objectives are identified as follows:

1. To reveal the five core values and their sub-values in the three Indonesian English textbooks for three levels of junior high school.
2. To describe the five core values developed in the three Indonesian's textbooks for three levels of junior high school related to adolescence cognitive, social and emotional dimensions.

1.5 Theoretical Significance

The results of this present study are expected to benefit the students, the teacher, and other researchers. The significance is beneficial theoretically and practically. The significance is presented below:

The result of this present study is intended to contribute to the theory about the decent criteria of textbooks supported by Cunningsworth (1995) as the media to elaborate character, social and cognitive awareness. Moreover, the study carries significance to the concept and theory of character education, where authentic media like textbooks are used as beneficial learning materials. This emphasizes the real example of five core values in character education through the reading and depth of understanding of religiosity, nationalism, independence, cooperation, and integrity in the EFL textbooks (Lickona, 2004; Ministry of National Education, 2010; Ministry of Education and Culture, 2017). Hence, it is beneficial to have direct communication and image through textbooks to raise awareness of the five-core character education of early adolescences' cognitive and social emotional development (Santrock, 2016a).

1.5.1 Practical Significance

This study is expected to distribute helpful information for teachers, students, and other researchers about character education inserted in textbooks that connect with early adolescence' cognitive, social, and emotional development. This study is expected to distribute helpful information for teachers, students, and other researchers about character education inserted in textbooks that connect with early adolescences' cognitive, social, and emotional development.

1.5.1.1 Teachers

The results of the present study are expected to encourage the teacher about the importance of the five core values and the sub-values for the learner's character education process. It is part of the teacher's guideline to insert character and moral learning activities into actual practices. Besides, teachers should be good intermediaries in exemplifying character values in textbooks into learning and outside of learning activities. The teacher must ensure learners understand character education's five-core values and sub-values.

1.5.1.2 Students

The result of the present study is expected to raise students' awareness about the excellent character through text, images, dialogue, activity, and instruction in the textbooks *When English Rings a Bell* for the seventh and eighth grades and *Think Globally Act Locally* for the ninth grade of junior high school. Further, the students encounter the example of five core values and the sub-values

instilled in the textbooks. In introducing to textbooks is intended to have positive immersion into the students' minds about the importance of character in life. Hence, this is part of building the students' character through textbook activities and affects the students' affective behaviours as part of the early adolescent process of seeking self-identity.

1.5.1.3 Other Researchers

The present study is expected as another researcher interested in developing a similar study on character education in the EFL textbook. Another researcher focused on developing research and design in R&D can have the attention to have an equal design representation of the five core values in the EFL textbook. Moreover, for the material developer, this result can be used to design EFL textbooks, especially for Junior High School levels, that represent equalized sequences of five core values and the sub-values of character education suggested by (Pala, 2011).

1.6 Scope and Limitation of the Study

This study is limited to analyzing three levels of Indonesian EFL textbooks entitled *When English Rings A Bell* for seventh, and eighth-grade levels and *Think Globally Act Local* for ninth-grade junior high school students. The concepts of five core values, character education, social, emotional and cognitive development of early adolescence are used to investigate the textbooks. The five core values by the Ministry of Education and Culture (2017) and Santrock's (2016) theory about

early adolescent development guide how the five core education values are represented and developed in Indonesian English textbooks for junior high school levels. The analysis is limited to the social, emotional, and cognitive development aspects of Indonesian adolescence, as well as the textbooks designed and compiled by Indonesian expert authors and applied to Indonesian students. Moreover, the textbooks are designed in the latest curriculum to apply in all educational systems. To determine whether EFL textbooks for junior high school instilled five core values and whether each sub-value is connected to cognitive, social, emotional development of early adolescence as the research subject.

1.7 Definition of Key Terms

In this study, there are conceptual definition and operational definition. The key terms are five core values, early adolescence, character education, and textbook.

1.7.1 Conceptual Definition

1.7.1.1 Character Education

Character education is a system to develop good character (Lickona, 2004). Character education becomes a foundation program form by the Ministry of National Education as the main feature to shape students' character and individuality. There are five core character education values: religious, independent, cooperation, nationalist, and integrity (Ministry of Education and

Culture, 2017). This improvement movement program introduces a good character and positive moral values.

1.7.1.2 Early Adolescence

Early adolescence emerges at 11-15 years of age. In this stage, adolescence are characterized as abstract, idealistic, and logical thinkers (Santrock, 2016). Early adolescence begins to solve their problems through hypothetical, deductive, and reasoning ways (Santrock, 2016). In early adolescence reasoning skills, parents are responsible for providing support and encouraging opportunities to expand their questing and reasoning skills, which give adolescence a model of specific behavior. Meanwhile, schools are where cognitive, social and emotional development for early adolescence is initially approached, including character education values, while peers significantly influence the interaction process (Santrock, 2016).

1.7.1.3 Five Core Values

The Ministry of Education and Culture proposed *Penguatan Pendidikan Karakter* (PPK) or Strengthening Character Education Movement as the newest solution to solve character degradation among learners (Ministry of Education and Culture, 2017). There are five core values with sub-values of character education in each value to encourage good character for the students, such as; religious, nationalist, independence, cooperation and integrity (Ministry of Education and Culture, 2017).

1.7.1.4 Textbook

Textbook is a printed learning material that contains objectives, instructions, activities, practices, exercise, and reflection. This primary media addresses learners' needs, the relevant language, appropriate learning methods, and authentic example of native speakers (Cunningsworth, 1995). Besides, the textbook is the leading resource for teaching and learning with all the information, guidance, and content of materials (Cunningsworth, 1995).

1.8 Operational Definition

1.8.1 Character Education

Character education is cultivating positive values, attitudes, and character. This value should be promoted in family, society, and school. Character education occurs through many types of media based on the purpose, such as storybooks, novels, textbooks, etc. In this study, character education is instilled in school textbooks to promote good behavior, positive attitude, and good character. Hence, textbooks help students to understand positive or negative characters.

1.8.2 Early Adolescence

Junior high school students are considered as early adolescence in their age of 12-15 years old. In this age, students have high reasoning, curiosity ability and emotional change as turbulent time. It means early adolescence students face situation that require them to socialize and participate in school society through learning materials, learning activities, and practices.

1.8.3 Five Core Values

The Ministry of Education and Culture emphasize all school insert examples of good character, good behavior, and moral values include in textbooks likely religious value, nationalist value, independent value, cooperation value, and integrity value. Religious value deals with a belief of God almighty, independent value reflects from uphold the nation and state interest, independent value rely on self-hard work, cooperation value dealing with working together, and integrity value represents from trusted, committed and loyal characters.

1.8.4 Textbook

The textbook is a teaching and learning resource that provides texts, dialogues, pictures, figures, and illustrations as part of the education process. Textbook transmits ideas, fact, culture, value, and character. This is used to guide students to learn and think about the learning activities related to the national curriculum. Therefore, the textbook provides learning material with instruction, exercise, structure, etc. The important of textbooks is to bring current curricula into teaching and learning media that cover all the competencies based on students' need.

