

CHAPTER I

INTRODUCTION

This chapter elaborates on the background of the study, problem identification, limitation of the problems, research questions, purpose of the study, significance of the study, definition of key terms, and publication plan.

1.1 Background of the Study

Human development is a complex process including biology, psychology and society throughout the lifespan and influence from environment (Santrock, 2010). From their first day of life until the end of final stages of life brings development as individuals who are continuously growing, adapting, and learning in their social cultural context (Santrock, 2010). Starting from infancy to adulthood, humans change significantly toward their understanding of the world and place. Within the complex changes in the society and also the rapid technological advancement make character education and moral values become important. Starting from infancy and early childhood, children began to understand about themselves and their surroundings through interactions (Santrock, 2010). Through interactions, they will learn about trust, kindness, and respect through saying “please” and “thank you”. Continue with growing up into middle and late childhood, children gain more interactions with the world; school and friendship which build character responsibility, honesty, and fairness (Santrock, 2010). Continue with the important

period, adolescent marked as transition period with a lot of changes from biological, cognitive and socioemotional that need character of empathy, integrity, and self-discipline (Santrock, 2010). Not stop with that, adulthood also learn about commitment, loyalty, wisdom, and gratitude. However, adolescents become crucial period or transition period that need more intention and focus (Santrock, 2010). Besides, in adolescent period there are a lot significant changes and developments in their physical, social, emotional, and cognitive.

Adolescents become the important stage of human beings during their life span development. According to World Health Organization (WHO), adolescents can be defined by individuals between ages 10 – 19 years, and representing twenty percent of world's population (Todd & Black, 2020). In the developmental stage, adolescents occur after childhood and before entering adulthood period (Sugiarti et al., 2022). As in their development in childhood, biological and environmental or social factors influence the adolescent development with a lot of interactions with parents, peers, and teachers, and also unlock dramatic biological changes, new experiences, and new developmental task in the future (Santrock, 2010). Meanwhile, adolescent who entered Senior High School aged 16-18 that refers to middle to late adolescents (Santrock, 2016). In this stage adolescent tend to do identity exploration, especially when they are recognize their feelings, attitudes, and behaviors in current situation (Santrock, 2016). Besides, they might face conflict with their parents which increasing in early to middle adolescent because they have increasing desire to increase autonomy and independence from their parents. Then decreasing in their late adolescent period (Santrock, 2016). Like the

other life span period, middle adolescent tend to show delinquent activity and will be decreasing in late adolescent period (Santrock, 2016).

Concerning about adolescents' social, and emotional development, encouraging good character will be important to reduce the risk during this time. Character in adolescents grows and develop during their socialization and it represents their personality and appears to be behavior. Character can be related to basic moral values that refers to caring, honesty, justice, responsibility, and respectful. Meanwhile, character education is about systematic and comprehensive approach to teach moral values. Failure in encouraging and teaching moral and character education to the children by the society will have consequences for the young generations. Early pregnancy, homicide, and antisocial behavior become the negative effects of the absence of character education. Besides, it also leads to moral breakdown that will have consequences to the whole society integrity. Therefore it is important to encourage good characters to the youth starting from house as family, continue with the school as part of society, and large society.

In Indonesia, the Ministry of National Education in 2010 proposed 18 character education values as the main framework for implementing character education in the teaching and learning process as efforts to reduce and overcome delinquency, and any other issues among children and adolescent (Ministry of National Education, 2010). Character education was developed through individual characters through formal and informal education based on Pancasila values as the Indonesian life framework (Ministry of National Education, 2010). Developing character education was conducted by designing relevant curriculum into lesson subjects regarding the grade of the students (Ministry of National Education, 2010).

Therefore, eighteen values were proposed, including religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curious, Nationalistic, patriotic, appreciation of achievement, friendly/talkative, peaceful, bibliophilic, environmental awareness, social care, and responsible (Ministry of National Education, 2010).

As how the years passed and everything has developed, in the next seven years, the government designed a new framework of character education values from eighteen to five core values in 2017. The values were designed and developed to encourage more holistic and universal character education (Ministry of Education and Culture, 2017). In developing the five core values, the government used several principles as the guidelines, such as; universal moral values (the values are designed to meet each individual needs), holistic (the character education movement are conducted holistically through intra-curricular, co-curricular and extracurricular collaborating with all school communities), integrating (the values are connected with all education elements), participative (the education stake holders participate in character education values), local wisdom (the character education values are based on Indonesian local knowledge to strengthen the students' identity as Indonesia), 21st century skills (the character education movement are inspired by the 21st century skills, such as critical thinking, creative thinking, communication skill, mastering international language, and collaborative learning), fair and inclusive (the character education movement are developed with fair, anti-discrimination, inclusive and appreciative human upright principles), and students' growth development (the character education movement are generated based on the students biological, psychological, as well as social development to

ensure the values suitable with the students' development) (Ministry of Education and Culture, 2017). Based on these principles, five core values were formulated; religious, Nationalistic, independent, cooperative, and integrity (Ministry of Education and Culture, 2017).

Relating to the character education framework that has proposed by the government, there are many activities that can do to encourage character education to the adolescent students. School daily routine activities, spontaneous activities, school cultures, and integration with lesson subjects are part of efforts to integrate character education in school, including textbooks. Textbooks consist of learning objectives, warm-up activities, vocabulary builders, pronunciation practices, reading, writing, speaking, listening activities, exercises, and reflections that can be the media for integrating character education (Darmayenti et al., 2021; Puspitasari et al., 2021). Besides, textbook contents and activities also encourage students' social and emotional aspects through the project, games, non-linguistics activities, and cultural exploration (Zieher et al., 2024). Several researchers have conducted analyses on 18 character education values in textbooks. Hirdayu et al. (2022), Husna & Kamar (2019), and Kusramadhani et al. (2022a) had been analyzed 18 character education values in the latest version of the Indonesian English textbook for grade seventh entitled *When English Rings a Bells (2017)*. Besides, an analysis of 18 character education values in an English book for grade ninth entitled *Bahasa Inggris Think Globally Act Locally* (Alvionita & Arifmiboy, 2020), three English textbooks for junior high school with 18 character education values (D. Permana et al., 2018a), 18 character values in each reading text in an English book for tenth-grade students of SMA/SMK (Putri & Besral, 2020; Wardani, 2020), 15 out of 18

character values in each reading text in an English textbook for eleventh-grade students of SMA/SMK (Husna & Kamar, 2019). Based on these researchers, character education values become one of the main points included in the textbook to encourage new skills in the 21st century as new demands and needs.

Like the 18 values of character education, several researchers have also researched the textbook's five core values of character education. Cahyani et al. (2019) analyzed five core values in textbooks in one elementary school for the first semester, with the theme of *Pengalamanku* and cooperation becoming the textbook's dominant value. Besides, Santoso et al. (2020) found different values in two Indonesian language textbooks, 2014 and 2017. Based on the result, the dominant character values in the 2014 edition of BTBI are independence, and the dominant character values in the 2017 edition are religiousness, nationalism, and independence (Santoso et al., 2020). A researcher also used five core values to analyze the textbook in Indonesian EFL Textbook *When English Rings a Bell for Grade VII* (Widyaningrum et al., 2021). They found out all five values of character education mostly in an implicit way (Widyaningrum et al., 2021). Based on all results in all research conducted before, character education values become the main fundamental to encouraging good character in the students. However, these previous research have not come to the stage of relating the inclusion of the character values into a textbook with the adolescents' socio-emotional development. Studying about socio-emotional perspective is important to research because it connects to how adolescents grow, manage emotion, establish interpersonal relationship, social interaction and make sense of their world (Retnaningrum & Hazhari, 2024). Besides, adolescents is a stage of identity

exploration, rapid emotional changes, and increase social interaction, making adolescents need structured character education values to support adolescents' development. Hence, this present study, entitled *Analysis of Five Core Values of Character Education in English Textbooks for Senior High School from Social and Emotional Perspectives*, is expected as a new source for character values in Indonesian English textbooks. It is because students do not only learn about cognitive (science and math), but they also have to socialize and interact with others (social aspect), and also learn about emotional aspect.

1.2 Problem Identification

A program proposed by the Indonesian Ministry of Education and Culture about five core of character education values should be represented in curriculum to accommodate good characters among the students. The integration is an effort to reduce the character degradation among adolescents when they have to face many things that might give positive and negative outcomes for adolescents. Therefore, textbook is designed, not only for educate the students about cognitive aspects, but also concerns about how to being good individuals with responsible, resilient and integrity, and good social and emotional management. The textbook provides various learning activities, pictures, and model that will establish the students' cognitive and also their social emotional aspects. Textbook is designed based on the need of the students. In this case, textbook for grade 10 to 12 of senior high school will be related to adolescents' development (middle to late adolescent). In which students in middle adolescent and late adolescent will have some differences. The textbook will be designed based on it differences. Therefore, this study focus

on the five core values of character education and how character education values connect to adolescents' socioemotional development. The three different levels of textbooks for senior high school proposed by the Indonesian Ministry of Education and Culture will be analyzed as the subject of this study. Hence, this study is expected to give information and encouragement to teachers, students and other parties about the importance of character education values as represented in EFL Indonesian textbooks for senior high school in relation to social and emotional development of adolescents.

1.3 Statement of the Problems

Based on the background above, the statement of the problems of this can be defined as follows:

1. What the five core education values and their sub-values are instilled in the three English textbooks for three levels of senior high school?
2. How do the character education values included in the senior high school textbooks relate to the student's socio-emotional dimensions in middle to late adolescence?

1.4 Objectives of the Study

As mentioned in the problem statement, the objectives of this aims can be formulated as follows.

1. To elaborate on the five core education values and their sub-values in the three English textbooks for three levels of senior high school.

2. To describe the relation of character education values included in the senior high school textbooks relate to the student's socio-emotional dimensions in the middle to late adolescence.

1.5 The Significance of the Study

This study has two significances, theoretical significance, and practical significances.

1.5.1 Theoretical Significance

It is expected to consider the account in evaluating the contents in the textbooks to meet the learning objectives and students' need for good character, cognitive skills, and knowledge. According to Cunningsworth (1995), textbooks for language learning deal with four language skills and include attitudes, knowledge, cognitive skill, experience, and meaningful communication. Besides, highlighting the character education values can attract attention to how character education can be essential for the adolescents' development of their characters or socioemotional and cognition.

1.5.2 Practical Significances

This study is expected can be a significant source of knowledge for teachers, students, and other researchers on character education values and their relation with middle to late adolescents' cognitive and socioemotional development as represented in the three textbooks for senior high school.

a. Teachers

This study is expected to make the teachers aware of the importance of character education values for the students because these values are essential to cultivating good character. Teachers who are realized its importance can integrate the textbook with other media to develop character education values in the students.

b. Students

This study might contribute to the student's awareness of the importance of character education. Besides, as explained in this study, students can learn more about good characters from the discussion and elaboration. They can learn to apply when interacting with teachers, family, peers, and society.

c. Other Researchers

It can be the preference for other researchers to conduct further research on character education, specifically for adolescent students. Besides, it helps them as guidelines for analysing character education in textbooks or other documents.

1.6 Scope and Limitation of the Study

This study focuses on analyzing on three levels of Indonesian EFL textbooks for senior high school students to elaborate the five core values of character education and also its relation to social and emotional development of adolescents, especially for middle and late adolescents. The concept of five core values of

character education is proposed by the Indonesian Ministry of Education and Culture in 2017 to accommodate good characters for the students in academic aspects based on the value of Pancasila. The five core values are included religious, Nationalistic, independent, cooperation and integrity. Besides, theory from Santrock (2016) about middle and late adolescents' social and emotional development relating to adolescents' mood, emotion, and environment interactions (peers, neighbors and family). Concerning these two concepts, this study was designed to determine whether five core of character education values are connected to social and emotional development of adolescents who study in senior high school.

1.7 Definition of Key Terms

There are two key terms in this study, such as conceptual definition and operational definition.

1.7.1 Conceptual Definition

a. Five Core of Character Education Values

Character education can be defined as the movement for developing good characters (Hursthouse, 2000; Lickona, 2004; Ministry of National Education, 2010). In 2017, five core values were proposed: religious, independent, cooperative, Nationalistic, and integrity (Ministry of Education and Culture, 2017).

b. Middle and Late Adolescence

Middle adolescence is around aged 14-17 as a period of identity exploration, strong peer relationship, romantic interest, increase desire of autonomy and moody emotion (Santrock, 2010). Meanwhile, late adolescence is about aged 18-21 when they turn to identity commitment, emotional stability, and deep relationship with peer, intimate romantic relationship, and have plan for adult roles (Santrock, 2010).

c. Social and Emotional Development

Social-emotional development refers to developmental changes in life span development relating how to express, manage emotions, and maintain positive relationship with others (Santrock, 2010). Social development is more about maintaining good relationship through interaction and communication. Meanwhile, emotional development refers to manage expression, and emotion to show empathy and self-awareness.

d. Textbook

The textbook is the primary source of the learning process (Cunningsworth, 1995). The textbooks contain Learning objectives, a warm-up activity, a vocabulary builder, pronunciation practice, reading, writing, speaking, listening activity, exercise, and reflection. According to Cunningsworth (1995), there are four ways to select an appropriate textbook: meeting the learners' needs, effective language

use, practical learning methods, and bridging the learners with the native language.

1.7.2 Operational Definition

a. Five Core of Character Education Values

Character education is a strategy for developing good characters. The values are occurs in many ways, it can be in form of novel, story, film, learning activities, textbook, and many more. In Indonesia, the Indonesian Ministry of Education and Culture proposed five core values included religious, Nationalistic, independent, cooperation and integrity with each sub values to accommodate good characters for the students during the teaching and learning process. In this study, the character education values are represented in EFL textbooks for senior high school that proposed by the Ministry of Education and Culture in 2017 and 2018 including various activities, learning materials, learning objectives and figures.

b. Middle to Late Adolescence (Senior High School Students)

Senior high school students are considered as middle to late adolescents aged 16-18. In this stage students are considering to seek their true and new identities or roles that suit with their personalities. Besides, they interact with many people from their neighbours, peer group or close friends, and environment. It means the students will deal with various things that might face positive and negative situation which need character education values and relate with their

development. These developments are measured through behaviour coding and character identification in the textbook.

c. Social and Emotional Development

Concepts of social and emotional become theory to measure in the textbook based on the adolescence development through behavioural coding or character identification. Social aspect of adolescents can operationally defined as observable interactions and relationship that adolescent engage in the school, especially during the learning process and do the textbook instructions. Relating with this research, the social can be measured through the frequency of character education representation in the textbook, collaboration activities, and speaking activity. Meanwhile, the emotional aspects can be defined as the emotions regulations, emotions experienced, and also the intensity of emotions changes. The emotional aspect can be discovered in character frequency of character education representation in the textbook, stories, and other learning activities in the textbook.

d. Textbook

The textbook is a medium for teaching and learning, involving many activities, materials, quizzes, and games. It helps the students and teacher as the guidelines for the learning process based on the national curriculum and students' needs. In this research, textbook becomes the object to analyse the representation of character education values and social and emotional aspect of adolescent students in every learning

materials, learning activities, and also pictures in the textbook. The textbook is analysed with Indonesian five core character education values by the Ministry of Education and Culture 2017, and also theory of Santrock in 2010 about the development of socioemotional in adolescent period.

