

CHAPTER I

INTRODUCTION

1.1 Research Background

A textbook is a primary learning medium commonly used to facilitate learning. This learning media is designed to support effective teaching and develop language skills and social awareness (Astrid et al., 2023). Additionally, the textbook is designed as guidance in planning and managing the subject matter by the curriculum employed (Riadini & Cahyono, 2021). It indicates that the emergence of textbooks leads students to develop learning experiences. Therefore, teachers must select suitable textbooks for the students to achieve and cover their learning needs, as numerous textbooks are presented to fulfil the students' needs (Alvionita & Arifmiboy, 2021). The textbook must align with the learning outcomes and current curriculum (Mahroof & Saeed, 2021). The curriculum intends to ensure the educational quality and language proficiency of students regarding language learning (Yulia & Mahayanti, 2024). The Ministry of National Education has created a textbook that has been adjusted to the present curriculum. The textbook's existence is a response to the goal of the Emancipated Curriculum, which emphasizes the development of students' education character and cognitive competence to confront globalization. Therefore, the textbook is designed to empower students to be communicative, responsive, creative, and sensitive to society (Prihatiningsih et al., 2021).

The textbook plays a crucial role in facilitating students in English learning. It promotes receptive and productive skills, fosters communication skills, facilitates vocabulary development, and offers self-directed learning (Ayu, 2020; Riadini & Cahyono, 2021). Textbook is also considered powerful English learning sources, providing linguistic material that imparts communication skills (Nguyen et al., 2021). Additionally, the English textbook serves a new world, which is delivered through the local context or global diversity to open the students' minds to the real world (Risager, 2020). Therefore, the textbook facilitates both cognitive development and social consciousness.

In 2022, the Ministry of National Education created several English textbooks for elementary, junior, and high school students, each designed with a high degree of adaptability. Six English elementary textbooks are provided, entitled “My Next Words”. The junior high school textbooks are entitled “English for Nusantara”. Meanwhile, textbooks for senior high school presented three different titles, namely “Work in Progress” for 10th grade, “English for Change” for 11th grade, and “Life Today” for 12th grade. Elementary and junior high school textbooks have the same title for all grades, but the content differs based on the student’s grades. The textbooks published aim to provide learning sources for the teachers and students, support the curriculum implementation, promote accessible, affordable, equal learning resources, facilitate basic English learning, and advocate English skill improvement (Jayanti & Mustofa, 2023). Furthermore, the textbooks emerge the students to equip the students with communication skills practice in society (Setiawati, 2023).

The content provided in the textbook, beyond the language skill development, also enables the students to strengthen their character education (Suryantari, 2022). Character education is one of the learning outcomes expected by the current curriculum (Alvionita & Arifmiboy, 2021). Character education aims to cultivate people to retain empathy, responsibility, and integrity in society (Sakti et al., 2024). Moreover, a character refers to various people’s behaviour, which can be developed and degraded (Hirdayu et al., 2022). Growth technology rapidly occasionally leads to character degradation (Lukitoyo et al., 2023). The students might access and be exposed to negative media and content that significantly influence their negative habits (Suyasa et al., 2025). It is an issue that needs to be addressed. Therefore, treating and providing positive role models is pivotal to enhance positive character development. Training positive traits can be conducted in formal education to maintain respect for students’ diversity (Ministry of National Education, 2021). According to Pradana et al. (2021), the teacher has essential role in actualizing students’ character development. Teachers are believed in becoming role models and inspiring figures to discover, comprehend, and educate students.

By the goal of the present curriculum regarding character development, the government has determined a framework to develop students’ character values (Suwastini et al., 2023). The Ministry of National Education, since 2010, has proposed an education characters framework that consists of eighteen noble character values. This long-term approach was further demonstrated when the government simplified those educational characteristics into five core values in 2017. Then, from 2021 until recently, the Ministry of Education announced the *Profil*

Pelajar Pancasila framework as a fundamental concept for the educational character. Viewing those frameworks, the purposes are equivalent, including promoting noble character, building nationalism, integrating independence, constructing cooperation, and enhancing creativity. By implementing those characteristics, there will be a balance in traits, knowledge, and competence among the students (Heriansyah, 2018). Nowadays, most teachers include character education development during the teaching process. Therefore, as mentioned previously, the textbook has a significant role in shaping students' character in the learning process. It provides text, conversation, pictures, and exercise to facilitate students' character, which beliefs the students can internalize the value provided and impact their behaviour (Aryawan et al., 2022; Mihira et al., 2021). This long-term investment in character development promises a brighter future for the students.

Furthermore, the Indonesian textbook established by the Ministry of National Education depicts cultural aspects and local wisdom to uphold the diversity of Indonesia (Ningtiyas et al., 2025). These elements are not just presented, but celebrated, as they introduce and maintain Indonesia's uniqueness, especially regarding Pancasila as the standard of students' character (Fauzan et al., 2023). The globalization era is not just a phase, but a significant threat that influences the decline of students' knowledge and sensitivity to local culture. Therefore, the aspect of cultural diversity is not just emphasized, but championed in textbooks in order to raise the existence and uniqueness of cultures in Indonesia. The diversity of Indonesia is seen from the title, story choices, characters' names, and selected pictures of Indonesia. Local culture is closely related to local wisdom. According to Haq et al. (2022), local wisdom can also foster cultural identity and character development. Local wisdom is the source of traits, tradition, social control, and customs from local recommendations and rules to lead people's attitudes (Agung et al., 2024; Sakti et al., 2024).

Local wisdom is a constructed belief in certain regions to develop environmental awareness, cultural sensitivity, and economic growth (Putri et al., 2022). Therefore, every region in Indonesia has its local wisdom according to the environment, culture, and economic conditions. The emergence of local wisdom in a particular area might be implemented in other areas. Bali is a region rich in culture and has established a well-known local wisdom, *Tri Hita Karana*. The local wisdom, with its universal philosophy, is a testament to the power of Indonesian textbooks in promoting cultural diversity and strengthening educational character in the face of globalization.

Tri Hita Karana is the philosophy of life that aims to attain harmony and happiness. This local wisdom consists of three elements: *Parahyangan*, *Pawongan*, and *Palemahan*. The three elements are related to each other to achieve harmony in life. *Parahyangan* is a belief in the presence of God. Meanwhile, *Pawongan* refers to maintaining good relationships among individuals and fellow humans. *Palemahan* means having a great relationship with the environment (Atmadja, 2020). Happiness, serenity, and life harmony are well implemented if those three elements are maximally integrated. Additionally, *Tri Hita Karana* introduces real-life values to have close relationships with others, namely religious, social, gender equality, justice, honesty, character, responsibility, and nature awareness (Yasa et al., 2022). It indicates that local wisdom involves universal values that can be applied and exist in any aspect of life, including education. The values provided in *Tri Hita Karana* leads to the student's character development. Thus, the values of this local wisdom might appear in the textbook content.

Therefore, this study aims to discover the *Tri Hita Karana* values in Junior High School textbooks. The use of junior high school textbooks in this analysis is because the textbooks' content represents Indonesia's diversity in terms of culture, nature, stories, and local events. The seventh-grade textbook discusses social identity, regional food, house, and school activities. The eighth-grade textbook discusses Independence Day, kindness, the world, the environment, and self-acceptance. Meanwhile, ninth grade textbook discusses the environment, including nature, animals, and more. Based on the preliminary reading, *Tri Hita Karana* value existed in the textbooks. Therefore, content analysis using local wisdom is appropriate for junior high school textbooks. Besides, the values presented in *Tri Hita Karana* about educational character align with the curriculum expectation for students' character development.

The *Tri Hita Karana* concept in content analysis is appropriate since the textbook is distributed and used in educational institution across Indonesia, including Bali. This local wisdom has become a fundamental philosophy in life in Bali. The habit of *Tri Hita Karana* is declared everywhere, including in education, such as schools and universities. Additionally, *Tri Hita Karana* offers universal value, which means the results of the analysis is expected also providing benefit to teachers in Indonesia. It is supported by Dharmayanti and Sawitri (2024), which denoted that *Tri Hita Karana* values have the potential to significantly enhance 21st-century learning, fostering communication, critical thinking, creativity, and cooperation. Furthermore, content analysis based on local wisdom is still rarely conducted. Therefore, using the *Tri Hita Karana* concept to analyse the textbook influences the novelty of the study.

Numerous studies have conducted content analysis in *English for Nusantara* textbooks. They explored the worth of the textbooks and the character education insertion. Husni (2025) evaluated the textbook by applying Brian Tomlinson's theory. His findings obtained that the textbook has met the overall criteria yet still lacks in providing activities that promote balance between the left and right brain. Meanwhile, Febriningrum and Suroso (2023) explored the content by utilizing Cunningsworth's evaluation theory through a descriptive qualitative method. They found that the textbook attained high levels of feasibility (94%) in terms of objectives, skills, topics, and methodology, although several improvements are still needed in language content. Hidayah and Zahro (2025) used the Education National Standard (BNSP) criteria to identify the worthiness of the textbook. They revealed that the textbook is appropriate for students; however, development is still required regarding material depth and cultural representation to support students' engagement and effective language learning.

Regarding character education, Tahrin et al. (2024) analysed the insertion of character education by using the *Profil Pelajar Pancasila* framework as a foundation. They used a descriptive qualitative approach to analyse the content, revealing that six dimensions of *Profil Pelajar Pancasila* cover the content, which was dominated by the values of faith, noble character, and independence, which were integrated in implicit representations. The other research evaluated the worth of textbooks through different frameworks and theories. Nita et al. (2026) also conducted character education analysis in eighth grade by applying eight dimensions of the *Profil Pelajar Pancasila* framework. They revealed that the communicative dimension was the most dominant to emerge in the textbook, followed by other dimensions. Rosiawati (2025) explored character education value in the seventh-grade textbook by utilizing the *Profil Pelajar Pancasila* framework. The research was analysed through a descriptive qualitative method. The cooperation dimension was the most dominant value present in the textbook, and critical reasoning emerged less prominently.

Previous studies utilised international evaluation theories proposed by Brian Tomlinson and Cunningsworth. Those studies have limited discussion about evaluation to feasibility assessments based on different theories, without further discussion of the values included. The other studies examined textbooks using the national character educational framework, namely *Profil Pelajar Pancasila*. The studies revealed different results in the findings; the dominant values that emerge in those studies remain different. However, the analysis did not detail the reasons and implications of the dominant values that emerge toward students' character development. Additionally, the national educational framework is less concerned and

highlights the relationship between humans and nature as the main dimension. A good relationship between humans and the environment reflects an individual with character; it needs to be emphasised in education to support environmental sustainability. *Tri Hita Karana* was established by considering the cause and potential of how humans live in harmony; how character values are formed by not only considering the relationship between humans and God, as well as humans with fellow humans, but also how humans depend on nature. Therefore, the use of *Tri Hita Karana* concept in this study highlights another dimension not explicitly addressed in other frameworks. Additionally, the textbooks are disseminated across regions in Indonesia. Hence, the utilisation of *Tri Hita Karana* is pertinent to the use of the textbooks in Bali. Therefore, using *Tri Hita Karana* local wisdom as a framework is essential for fostering students' understanding of their local wisdom while promoting character education. Thus, the study provides a new perspective on local wisdom in understanding character education as represented in the textbook.

1.2 Problem Identification

English textbooks play a crucial role in delivering language learning as well as character values. *English for Nusantara* textbooks were designed by adopting the local context as part of the learning. However, there was a lack of research exploring character values insertion in *English for Nusantara* textbooks using the local wisdom framework. One of the local wisdom concepts relevant to character education values is *Tri Hita Karana*. This concept embeds a harmonious relationship among humans and God (*Parahyangan*), humans and fellow humans (*Pawongan*), and humans and the environment (*Palemahan*). Even though the values potentially emerge in the textbooks, it remains unexplored how representation, whether explicit or implicit, is conveyed through tasks, exercises, stories, or conversations. Additionally, it remains unexplored whether the three concepts of *Tri Hita Karana* are inserted in a balanced way or whether there is a tendency towards the dominance of one concept. Therefore, research is needed to explore how the *Tri Hita Karana* values are inserted in the textbooks.

1.3 Scope of the Study

The study was only focused on analysing English textbooks published by the Ministry of Education for junior high school, entitled *English for Nusantara*. Using content analysis, it focused on analysing *Tri Hita Karana* values in junior high school textbooks. The aspects being analysed were the entire elements and contents provided in the textbooks.

1.4 Research Questions

Based on the research background, the study focused on the *Tri Hita Karana* value presented in junior high school textbooks. Specifically, the study focused on answering the following research questions:

1. How were *Parahyangan* values inserted in junior high school textbooks?
2. How were *Pawongan* values inserted in junior high school textbooks?
3. How were *Palemahan* values inserted in junior high school textbooks?

1.5 Research Objectives

The study discussed the *Tri Hita Karana* values presented in junior high school textbooks. In detail, the present study aimed to discover following purposes:

1. Explaining the *Parahyangan* values inserted in junior high school textbooks.
2. Describing the *Pawongan* values inserted in junior high school textbooks.
3. Detailing the *Palemahan* values inserted in junior high school textbooks.

1.5 Research Significance

The significance of the study denoted its beneficial and contributing nature in several fields. The present study is expected to be essential both theoretically and practically.

1.5.1 Theoretical Significance

The research is expected to provide contribution for several theories, encompasses:

a. Textbook Analysis

The study is expected to be useful in providing knowledge about textbook analysis, particularly the analysis of *Tri Hita Karana* values contained in textbooks. A textbook is an effective learning media that presents content, generates ideas, and facilitates references by reflecting on the syllabus and learning objective (Banaruee et al., 2023). Furthermore, the study can facilitate the use of the theory of textbook analysis for future research, especially for research that utilizes local wisdom as the approach.

b. English Language Teaching

The study is expected to offer meaningful insight related to English language teaching, especially using textbooks as learning media to enhance students' character.

The use of textbooks is beneficial for the teacher in planning and designing the learning. Additionally, textbooks influence the development of language education, including communication ability, language awareness, and enrichment of knowledge of foreign cultures (Lu et al., 2022). Furthermore, the results of the study are expected to facilitate other researchers and teachers in determining learning media tailored to students' needs.

c. Ethnopedology

The study is expected to contribute to preserving local wisdom in education. *Tri Hita Karana* is one local wisdom that supports student character development. According to Nursima et al. (2024) the integration of ethnopedology raises cultural awareness and society's development. Education has a significant role in promoting ethnopedology learning to maintain national identity. Therefore, the existence of local wisdom is important to introduce, learn, and maintain in this era of globalization.

1.5.2 Practical Significance

The study is expected to be beneficial in several fields, encompasses:

a. Students

The research is expected to provide knowledge and information about the value of *Tri Hita Karana* contained in the junior high school textbooks. Furthermore, the study is expected to give insight into how local wisdom can be used to develop educational character in addition to the rule established by the government. The use of the *Tri Hita Karana* approach developed students' understanding of the importance of local wisdom in the globalization era. Therefore, the values presented can be applied in their lives to develop their character.

b. Teachers

The study is expected to be essential for the teachers who intend to teach the students about *Tri Hita Karana* values from the textbook. Using textbooks to introduce local wisdom can be a new insight for the teachers to connect to the learning process. Usually, the teachers use local wisdom *Tri Hita Karana* as a preference to strengthen students' character, which causes a lack of comprehension for the students who are not from Bali since they do not have any experience with the culture. Therefore, using textbooks will influence the students to connect their understanding toward *Tri Hita Karana*. The teachers are also able to connect the values to more universal ones.

c. Future Research

The study is intended to provide further study regarding content analysis by proposing a local wisdom approach. In addition, the study is expected to show how *Tri Hita Karana* values are presented in junior high school textbooks. Additionally, the research is expected to enrich the textbook's resources for character development. The study is expected having beneficial for future research that intends to compare the values presented using the educational character approach proposed by the government with those discovered using local wisdom.

