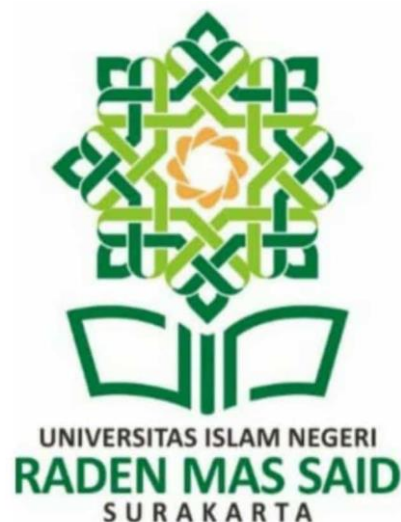


**AN ANALYSIS OF CHARACTER EDUCATION
VALUES IN THE ENGLISH TEXTBOOK ENTITLED "THINK
GLOBALLY, ACT LOCALLY" (REVISED EDITION) FOR
GRADE IX JUNIOR HIGH SCHOOL PUBLISHED BY
KEMENDIKBUD**

THESIS

**Submitted as a Partial Requirement
for the Degree of Undergraduate Degree in English Language Education**



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DEDICATION

Alhamdulillahirabbil‘alamin, all praises thanks to Allah who has given all the blessing, I would dedicate this thesis to the people whom I loved yesterday, now, and tomorrow ever after.

1. My beloved parents, my father Misdi Wiyono, and my mother Eko Kuntorini who give me unlimited love, support, and prayers every time.
2. My dearest brother Usman Taufik, S.Pd., and his wife Rindi Liskasari, M.Pd. give me unconditional love, support, and attention.
3. My beloved niece, Hafiza Salma Adiba, always encourages me with his funny behavior to get through the day. I love you to the moon and back.
4. All my family give me support, attention, and prayers every time.
5. My alamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

"And whoever fears Allah,
Allah will make it easy for him in his affairs"

(QS. At-Talaq: 4)

“Failure is a certainty; we have all failed.
We just want to see this failure as a comma or a dot”

(Sherly Annavita Rahmi)

“Many of life’s failures are people who did not realize
how close they were to success when they gave up”

(Thomas Edison)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled
"An Analysis of Character Education Values in the English Textbook Entitled
"Think Globally, Act Locally" (Revised Edition) for Grade IX Junior High School
Published by Kemendikbud " is my real masterpiece. The things out of my
masterpiece in this thesis are signed by citation and referred to in the bibliography.
If later proven that my thesis has discrepancies, I am willing to take the academic
sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, November 2023

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of Character Education Values in the English Textbook Entitled "Think Globally, Act Locally" (Revised Edition) for Grade IX Junior High School Published by Kemendikbud “. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world evolution.

The researcher is sure that the thesis would not be completed without help, support, prayers, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, prayed, and suggested to her during the process of writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S.Ag. M.Ag., the Rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. H. Imam Makruf, S.Ag., M.Pd. as Dean of the Faculty of Cultures and Languages.
3. Dr. Fithriyah Nurul Hidayati, M.Pd., as the Coordinator of the English Language Education Study Program.
4. Maria Wulandari, M.Hum., as the advisor of the thesis. Thanks for the guidance, precious, advice and motivation, correction and help to revise the mistake during the entire process of writing a thesis.
5. Gunarti, S.Pd., as the Validator of the thesis. Thanks for the time, advice, and knowledge.
6. All the lecturers in English Education of FAB UIN Raden Mas Said Surakarta for the precious knowledge.
7. The researcher’s beloved family for all the prayers, support, and motivation to finish this thesis.
8. My classmates, A English Education. Thank you for all the precious moments.

9. My beloved friends Andinendra Haryanto Putri, Nina Sri Lestari, Dhian Rahmawati. Thank you for always being there in the good and bad situations.
10. Everyone who has helped the researcher conduct the research and write the thesis.

Sukoharjo, November 2023

The Researcher



Ria Ramadhani

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ABSTRACT

Ria Ramadhani. 2023. *An Analysis of Character Education Values in the English Textbook Entitled "Think Globally, Act Locally" (Revised Edition) for Grade IX Junior High School Published By Kemendikbud*. Thesis. English Language Education Study Program. Cultures and Language Faculty. UIN Raden Mas Said Surakarta.

The objectives of the study were to analyze character education values in the 2013 curriculum English textbook entitled "Think Globally, Act Locally" and to describe how the English textbook entitled "Think Globally, Act Locally" integrated character education values into its material. There are 18 values of character education emphasized by Kemendiknas.

To design the research content analysis as a method. The researcher used expert validation. To analyze and collect the data, the researcher used Krippendorff's theory in the coding sheet. In the process of research, the researcher tried to analyze the character education values in the text, including dialogue, instruction, and reading text with the implementation of the 2013 curriculum. Besides that, the researcher describes how the English textbook integrated character education values into their material.

The result showed there are 18 character education values proposed by Kemendiknas found in the data, namely (1) religiosity (6,6%), (2) honesty (2,3%), (3) tolerance (4,6%), (4) discipline (2,3%), (5) hard work (11,4%), (6) creativity (4,6%), (7) independence (2,3%), (8) democracy (2,3%), (9) curiosity (4,6%), (10) nationalism (4,6%), (11) patriotism (9,1%), (12) respect for others (22,6%), (13) friendliness (2,3%), (14) love of peace (4,6%), (15) reading habit (2,3%), (16) environmental awareness (2,3%), (17) social awareness (6,6%), and (18) responsibility (4,6%). The analysis of the textbooks shows that the textbooks integrate the values of character education by adopting explicit and implicit techniques. Explicitly means what is directly stated without implying anything. Implicit means something implied or implied rather than directly expressed.

Keywords: *Character Education Values, 2013 Curriculum, English Textbook*

CHAPTER I

INTRODUCTION

A. Background of Study

Character education is one of the most important aspects of the Indonesian education system. It has become an important part of the national educational system, although with different emphases and terms (Murtako,2015). Currently, the moral quality of education in Indonesia needs more attention. The low character of students in the world of education is one of the problems of moral decline. Instilling character education is an important thing to do in today's younger generation as character education is necessary to make arrangements that will enable them to compete in the global marketplace while maintaining their morals and protecting themselves from the adverse effects of current technological developments. One of the places where character education can be provided is in educational institutions. Educational institutions have specific programs to provide character-building for students. Character education and character building are necessary because knowledge not only makes students smarter but also empowers them with character and mannerisms that make their presence as members of a community mean to themselves and others (Izzati, 2019).

According to the National Education System in Indonesia, its functions and objectives are set out in the National Education Act No. 20 of

2003. Article 3: National education is to cultivate skills, form noble character and national civilization, and educate the life of the nation to be knowledgeable, competent, creative, and a democratic and responsible citizen. Character education is very important for students. This is because the development of ethics will be more beneficial. Good character can improve many things in a person's life, including academic and non-academic areas. Character education can be applied to school subjects, including English. Therefore, ethics can be included in teaching English to learners. Character education can also be done by teachers (Adriyanti, 2021).

The function of national education is to preserve and preserve the values that exist in the community as a means of developing the community for the better. It is also an attempt to develop human resources so that the potential of an individual can be developed into a virtuous and fully Indonesian person. The purpose of character education is to prioritize the moral growth of individuals in educational institutions. This character education will shape the character of the students and make them a forerunner of citizens who are useful to the nation. Character education, used in schools, is not taught in specific subjects. However, it does so through daily learning at school. Students can trade and act according to the prevailing rules or norms in the area where they live. In this case, students should be able to be polite and responsible while adhering to the local wisdom of the area (Izzati, 2019).

Good character is reflected in good behavior, which is reflected in daily life. These good characteristics are cultivated by the knowledge of good characteristics itself. Therefore, a good character must have three inseparable components, namely moral knowledge, moral emotion, and moral attitude. Building moral awareness, understanding moral values, considering the perspectives of others, instilling moral thought, and considering morality in decision-making are all aspects of moral knowledge (Hidayati,2020). According to (Sriwilujeng, 2017) strengthens moral education, shapes the character of outstanding students, and creates a generation of innovative education.

The values of character education being developed in Indonesia are derived from religion, Pancasila, culture, and national education purposes including (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) patriotism, (12) respect for others, (13) friendly, (14) love of peace, (15) reading habit, (16) environmental awareness, (17) social awareness, (18) responsibility (Kemendiknas, 2011).

In the process of teaching and learning, teachers should instill in students the values of knowledge and character building. Character education is now not only a central topic often discussed at the educational level but also a key topic in the 2013 Curriculum Teaching and Learning plan. Character education should be implemented in an integrated manner, which means it should cover all aspects of education, academic programs,

and subjects taught in schools. Character development can be incorporated into all aspects of school subjects, such as syllabi, lesson plans, teaching and learning processes, activities, instructional media, and teaching and learning study materials (Utami, 2021).

In a lesson, a teacher and students need a textbook, especially in the 2013 curriculum. A Textbook is an important thing because from books we get a source of learning information and it is useful in the learning process. Any educational system needs textbooks as a foundational component. The relevance of books in the learning process is not only provided as a learning guide, but also they provide a variety of sources through diverse explanations. According to Harmer (2007), the most significant aspect of using books is that it enables students to participate effectively in the learning process by involving them in the issues they encounter. The Textbook serves as a reference for students and teachers as well as a guide for the learning process based on the curricular requirements (Ayu & Indrawati, 2019).

Some teachers use all types of textbooks directly, others can choose selectively. This will have some impact. For teachers using any type no textbook selected, there may be content textbooks that may not be suitable for the learning and teaching process. Then, teachers need to select textbooks selectively. The textbook must correspond to a teaching program that systematically provides knowledge so that it can be studied quickly and appropriately. Because they are produced and published by the government

in association with the Ministry of National Education, the selected textbooks assist the teaching program. Student English textbooks that are used in the learning process must be followed by the applicable curriculum (Rofieq et al., 2021).

Character education needs to be instilled because it is not just teaching which one is right and which one is wrong; more than that, it instills habits about good things so that students become aware of what is good and wrong, can feel good values, and usually do them. The application of character education to students is needed so that learners can understand, feel, and practice the values of virtue without coercion. Educational character needs to be applied in teaching and learning activities at school to develop character. Education needs to be applied in teaching and learning activities at school to develop learners' ability to carry out social activities and encourage learners to see themselves as social beings. Character education must be built through habituation, understanding, and reasoning through textbooks, which are the main sources for learning at school. The presentation of material in textbooks that are tailored to character education will greatly help in the internalization of character values. The presentation of material in textbooks that is adapted to character education will be very helpful in internalizing character values.

The textbooks provide several benefits, and they have an effect on students' academic performance. In this case, a teacher must be able to identify and choose student books, not only as a learning resource but also

as a means for students to develop. The selection of learning books in schools as teaching materials is based on subject-teacher meetings (MGMP). Besides that, the selection of learning books as teaching materials must also follow the applicable curriculum and character education values. How to integrate character education values into students can be done through habituation of character at school. In addition, the selection of the right and appropriate learning books will indirectly shape the students' character. The textbook must be integrated with the curriculum (Suyanto, 2013). A teacher must review the textbook that is used in class based on both internal and external aspects of the textbook. Besides that, it's also important to understand the strengths and weaknesses of the textbook so that it can be adapted to the learning objectives and needs of students and teachers (Hanifa, 2018).

Several books can be used as a source of teaching materials, one is an English textbook entitled "Think Globally, Act Locally". "Think Globally, Act Locally" is an English Textbook based on the 2013 curriculum. Based on the pre-research, several schools use this book as a source of teaching material. Among them are SMPN 1 Sambirejo, SMPN 1 Sragen, SMPN 2 Sragen, SMPN 4 Sragen. Therefore, the researcher analyzed this book, to find out whether this book is suitable to be used as a source of teaching materials in ELT. In this study, the researcher analyzed the values of character education contained in the sentence in chapters 1-11 of the 2013 curriculum English textbook entitled "Think Globally, Act

Locally” an English textbook for junior high school students. At this stage, the researcher analyzed 18 characters of education values formulated by the Ministry of Education and Culture.

There is some previous research with an almost similar title related to this research. The first study is from Saadilah et al. (2020) entitled *Interweaving Character Education in English Textbook for Senior High School*. This study aimed to identify character-building values in English textbook readings published by Yudhistira and Tiga Serangkai. This study used a textbook as a handbook in the eleventh grade of high school. This study was a descriptive qualitative study conducted through content analysis. When conducting research, researchers analyze the readings provided in textbooks by analyzing the material and determining the genre and character-building value of the text. Throughout the analysis, the researchers found 15 characters of educational value inserted into the reading text material. Waiting for the results of this study, teachers should include reading materials in moral education. In addition, character development in school practice will be developed and fully implemented in the future. The similarity with this study is these studies use a descriptive qualitative approach. The difference between this study and the research (Saadilah et al., 2020) is the research object. Saadilah et al. (2020) used an English textbook for senior high school published by Yudhistira and Tiga Serangkai. Besides that, the researcher used an English textbook entitled “Think Globally, Act Locally” published by Kemendikbud as an object.

The second previous research is from Dio Resta Permana et al. (2018) entitled *Portraying Character Education in Junior High School Textbooks of the 2013 Curriculum*. The purpose of this study is to examine character education in three elementary English textbooks for junior high school for the 2013 class. Content analysis techniques were used in this 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. Also noticed that four character values have been added to the textbook, namely confidence, courtesy, wisdom, and humility. These results suggest that textbook authors should reconsider the 18 character values in every junior high school English textbook. The similarity with this study is the studies analyzed character education values in the 2013 curriculum English textbook. The difference between this study and the research of Dio Resta Permana et al. (2018) is the research object. Dio Resta Permana et al. (2018) used English textbooks for seventh, eighth, and ninth-grade students of the junior high school published by the Ministry of Education and Culture in Rejang Lebong. Besides that, the researcher used an English textbook entitled “Think Globally, Act Locally” published by Kemendikbud as an object.

The third previous research is from Elva Ayu Wardani et al. (2019) entitled Analysis of Character Education Values on The English Textbook for the Twelfth Grade Senior High School Students: Bahasa Inggris SMA/SMK. This study examines which character-building values are presented in grade 12 English textbooks published by the Ministry of Education and Culture of the Republic of Indonesia. This study is content analysis. The data source for this study is the English textbook for SMA/SMK Class 12. Fourteen spoken scripts from this textbook were analyzed using content analysis to find out what values were inserted in them. The results showed that the English textbook named Bahasa Inggris SMA/SMK presented 17 values of character education. This means that this textbook is suitable as a textbook and guide for English teachers teaching English and developing the character-building values for students presented in the 2013 curriculum. The similarity with this study is the studies analyzed character education values in the 2013 curriculum English textbook. The difference between this study and the research of Elva Ayu Wardani et al. (2019) is the research object. Elva Ayu Wardani et al. (2019) used English textbooks for the Twelfth Grade Senior High School Students: Bahasa Inggris SMA/SMK published by the Ministry of Education and Culture of the Republic of Indonesia. Besides that, the researcher used an English textbook entitled "Think Globally, Act Locally" published by Kemendikbud as an object.

The last previous research is from the researcher. The English textbook entitled “Think Globally, Act Locally” for ninth-grade junior high school students discusses English learning materials that are important and have many benefits because language is a means of communication between countries. The English textbook “Think Globally, Act Locally” contains complete and up-to-date material. The English textbook is packed with exciting information. In addition, to being able to use English in writing and orally, students are expected to understand the pattern of thinking globally and acting locally. Each chapter, besides containing materials, also has competency questions consisting of multiple-choice questions and essay questions. In addition, there are discussion questions that aim to encourage students to think critically about the problems that occur.

B. Identification of the Problem

1. The implementation of character education was explicitly and implicitly integrated into the 2013 curriculum English textbook entitled “Think Globally, Act Locally” published by Kemendikbud.
2. There are several techniques to integrate students' character values through character education, one of which is integrating character education values into English teaching materials.

C. Limitation of the Problem

To limit this study, the focus of the analysis is on the text, that is dialogue, instruction, and reading text in the 2013 curriculum English textbook for ninth-grade junior high school entitled “Think Globally, Act

Locally” as the main source of the data contained in chapters 1-11. The focus of the analysis is on the text in the material, which are dialogue, instruction, and reading text. At this stage, the researcher analyzed 18 characters of education values formulated by the Ministry of Education and Culture. These characters' education was religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, respect for others, friendly, love of peace, reading habit, environmental awareness, social care, and responsibility.

D. Formulation of the Problem

1. What character education values were implemented in the material of the 2013 curriculum English textbook for ninth-grade junior high school entitled “Think Globally, Act Locally” based on the Kemendiknas?
2. How are the techniques in integrating character education values according to the Ministry of National Education and Culture in the material of the 2013 curriculum English textbook for ninth-grade junior high school entitled “Think Globally, Act Locally” based on Kemendiknas?

E. The Objective of the Study

The objective of the research was to analyze the following:

1. To analyze the character education values in the 2013 curriculum English textbook entitled “Think Globally, Act Locally”.

2. To describe how the English textbook entitled “Think Globally, Act Locally” integrated character education values into their material.

F. The benefit of the Study

1. For the Government

This research hopes to contribute to the production of excellent quality books that can be utilized as a source of information in the learning process by assessing the contents of a textbook using a scientific method.

2. For Teachers or Users of the Textbook

Providing teachers with information about the types of character education values found and expected in textbooks can help teachers understand techniques for implementing character education values in students.

3. For Students

Introduce students to the various types of character education used in conversation and text reading, and help them understand the importance of character development.

4. For the Researcher

Provide researchers with information on the types of character education found in Kemendikbud's English textbooks for junior high school, in the hope that it will be useful to researchers. Another researcher is a reference for the study's attention.

G. Definition of Key Terms

1. Character

Character is a core component of human nature. "Character" means the combination of qualities that make an individual stand out. This role means distinctive features or a person's qualities. It's a role that finds its expression or reveals itself in behavior. can be defined as despite doing the right thing, external pressure is applied. Characters are also marked When we engage in major disagreements in the history of our nation, we spend our whole life or our lives resolving moral dilemmas (Pradhan, 2009).

2. Character Education Values

Character Education is a national movement to create and teach good character by emphasizing the universal values we all share, thereby creating schools that nurture ethical, responsible, and caring young people. In the long run, character education acts as an intermediary solution to the moral, ethical, and academic issues that are of growing concern to our society and that are critical to the safety of our schools (Pala, 2011).

Nationalist values can be learned from educational materials oriented toward character development. The student revolution area, so character education is a very important part of the student's heart that needs to be developed because the student is the next generation to lead the country and the country's If national ideals become a special

direction in the future, then the role of moral education must be to understand the direction of national interests. The process of building youth knowledge or students' abilities at present is to create a national character oriented towards the nationalist zone. If development is oriented towards nationalist values, it will indirectly activate self-esteem, a special quality possessed by every Indonesian society (Pradana, 2020).

3. English Textbook

According to the Oxford Advance Learner's Dictionary, a textbook is a book that contains specific learning materials that are generally cited in the learning process in schools. A textbook gives teachers and students relevant information about learning materials (Radić-Bojanić & Topalov, 2016). A textbook is a book that contains specific learning material that is often referenced in the school learning process. Textbooks provide teachers and students with relevant information about learning materials. (Khusna, 2021).

According to Kemendikbud No 8 Tahun 2016, a textbook is a book containing learning materials for basic abilities that have been identified by the Ministry of Education and Culture to be used in education units. Textbooks, which contain learning materials, have been used by students as a guide in the learning process. Information about learning materials is provided to students in student textbooks.

4. 2013 Curriculum

The curriculum is a guideline for the education system and includes content, methods, and objectives for teaching the subject. It includes a variety of learning materials and experiences that are programmed, planned, and designed as a guide to the educational process to achieve learning goals (Gani, 2017). In the 2013 curriculum students are allowed to be active in class and think critically. The 2013 curriculum focuses on competence and character education, which are both critical in developing one's ethics (Ratnaningsih, 2017).

In the 2013 National Program, it was found that this program project does not hold local content as a separate learning process but sees it as the context of all teaching and learning materials. All materials should be explained in context before being taught to students, bringing them closer to everyday problems and making the learning process more effective (Palupi, 2018). The function of the 2013 program is to develop students' faith, personality, knowledge, creativity, independence, democracy, and responsibility. The purpose of the 2013 program is to balance the learning of technical and non-technical skills and produce student productivity by teaching attitudes, skills, and knowledge. It is to develop high-quality education by enhancing it (Sofyan A. Gani, 2017).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Character Education Values

a. Definition of Character Education Values

According to UU No. 20 of 2003 concerning the national education system, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and noble character, as well as the skills needed by themselves, society, the nation, and the state. Character education is ethical education, which involves aspects of knowledge (cognitive), feeling (emotional), and cognitive (emotional). Knowledge (cognitive), feelings (feeling), and actions (action)—without these three aspects, character education will not be effective, and its implementation must be carried out systematically and sustainably, as well as being able to distinguish one from the other. systematic, sustainable, and able to distinguish one from another. With character education, a child will become emotionally intelligent.

Character education is the intentional and active instilling of important fundamental moral values in students by schools,

districts, and states, such as caring, honesty, fairness, responsibility, and respect for self and others. Character education has recently emerged as a growing discipline designed to optimize students' ethical behavior. Character education is about doing the right thing and doing the job as well as possible. Character Education outcomes are visible against a solid backdrop of constant encouragement and preparation for future leaders. It should not be merely lip service, but rather a concrete action plan that will withstand the test of time. In other words, education policy should take the lead in making moral education a reality (Singh, 2019).

There is a lot of research and discussion on the topic of character education. Many experts have developed guidelines for what character education should include. The Indonesian government (Kemendiknas, 2011) published *Buku Panduan Pelaksanaan Pendidikan Karakter*, in which it is stated that there are 18 values as the result of an empirical study by the Center for Curriculum. Those values are sourced from religion, Pancasila, Culture, and the goal of national education. The values are (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) patriotism, (12) respect for others, (13) friendly, (14) love of peace, (15) reading

habit, (16) environmental awareness, (17) social awareness, (18) responsibility.

Character education prepares students to develop good habits, understand what is good and what is bad, feel and appreciate the value of good, and get used to doing so. Character is a good value in the form of behavior. The internalization of students' character values must be massive and systematic. Students, as future generations, must be carefully prepared through a good education, that is, through the inheritance of noble national culture. Character education refers to moral values that are well-developed in people's lives (Sultoni, 2019).

b. Benefits of Character Education

Character education encompasses a wide range of concepts such as positive school culture, moral education, just community, caring school community, social-emotional learning, positive youth development, civic education, and service learning. To educate the spirit and promote moral values that lead to success for individuals and society (Pala, 2011). Below there is a list of benefits of character education:

1. Helps students to improve their quality.

Character education can help students improve qualities that are beneficial in life, such as justice, diligence, compassion, respect, and courage.

2. It encourages character development by exploring ethical issues surrounding the course.

Character education can promote character development through the exploration of ethical issues across the curriculum. Curriculum changes will take place regularly to improve the quality of education. In educational ethics, humans must do something ethical, including in the teaching and learning process in education.

3. Encourage participation and a moral atmosphere. Students, faculty and staff, parents, and the community.

Character education should involve different stakeholders in the home, school, and community. Without the harmony and continuation of the third education environment, the formation of quality education will never be successful.

4. It teaches how to resolve conflict fairly and create safer, more conflict-free schools. Intimidation, fear, and violence are more conducive to learning.

A good character in education is very important to deal with problems that will occur. Someone who has good educational character will perform an ethical action.

5. Feed not only the mind but also the heart.

Character education values embedded in the learning process can facilitate students' healthy competition to improve learning achievement.

6. It is critical to a successful school.

It helps children understand the meaning of virtue, creating a caring and safe school environment.

7. It also teaches children the principles of how to be successful and productive citizens.

Without the correct values of caring for citizens, society will collapse. Instilling universal values in children is critical to the well-being of our societies.

8. It promotes a character-based culture that encourages and challenges students and adults to strive for excellence.

Educational characters integrated into the learning curriculum can foster pride and self-confidence to improve student achievement.

9. It creates schools where children feel safe because of the atmosphere they are in that makes this possible: respect, responsibility, and compassion—not because there are guards or metal detectors at the door.

A good educational character will create a safe school atmosphere because an educated person will do something ethical.

10. It teaches adults and students to understand, participate, care for, and care for fundamental moral values such as respect, justice, citizenship, fairness, and responsibility to themselves and others at school and as part of larger community conduct.

Character education teaches students to act following ethical values.

Character education encompasses a wide range of concepts such as positive school culture, moral education, just community, caring school community, social-emotional learning, positive youth development, civic education, and service learning.

c. Character Education Values in ELT Textbooks

In recent years, EFL textbooks have emerged as effective teaching guides, most commonly used to assist students and

teachers in English language teaching (ELT). Textbooks allow teachers to organize classroom materials and use them in the classroom and extracurricular activities. In this regard, textbooks always contain useful material. Many values, cultural content, moral content, and gender equality represent real-life activities. Teaching materials have played an important role in promoting students' cognitive ability and knowledge and stimulating their critical thinking (Khoirunnisa et al., 2021).

In ELT, teachers must incorporate character virtues into implementing character education guidelines and English courses take a genre-based approach. You can choose topics or topics, text types, and learning tasks that contain explicit and implicit benefits (Widodo, 2018).

d. The Categories of Character Education Values

According to the Ministry of National Education (2011), there are 18 values in character education, namely:

1.) Religiosity

The attitude and behavior of obedience when implementing the teachings of their religion, tolerance for the worship of other religions, and living in harmony with followers of other religions. Efforts to communicate religious values must be adapted to the level of development.

2.) Honesty

Honesty is an attitude of harmony between what is said and what is done. Honesty has a positive impact on all aspects of life now and in the future. Honesty is an invaluable investment and a fundamental asset in building effective communication and healthy relationships. Behavior is based on striving to be a person who is always trustworthy in words, deeds, and work.

3.) Tolerance

Tolerance is an attitude and action of respect for differences in religion, race, ethnicity, opinions, attitudes, and behavior of others who are different from one. The diversity that exists in society requires a high degree of tolerance to continue to create harmony in people's lives filled with peace.

4.) Discipline

Discipline is methodical behavior that complies with various rules and regulations. Discipline is a consistent attitude toward doing something. Discipline is the conditions created and shaped through a process of behavior that manifests the values of obedience, loyalty, composure, orderliness, and order.

5.) Hard Work

Hard work is the act of showing serious effort and overcoming a variety of learning barriers and tasks to complete correctly. Diligent work is an activity that is carefully performed, does not tire or stop until work goals are achieved, and always prioritizes or considers satisfaction with the results of each activity performed. Hard work can be understood as work that has serious things to naturally achieve the goal to be achieved.

6.) Creativity

Creativity is thinking and acting to create a new path or emerge from an existing one. Developing what students should develop. The creative potential of students' ability to think and be creative to solve problems Creativity is a very important part of development to be able to discover and create something unique, interesting, and more useful, and that increases economic value.

7.) Independence

Independence is an attitude and behavior that does not make it easy to rely on others. A characteristic of a person with an independent character is self-control, which means that an independent person can deal with the problems they

face with a clear mind and does not emotionally approach these problems.

8.) Democracy

Democratic thinking and acting is a way of thinking and acting as an actor who has the same rights and responsibilities as himself and others. Democracy prioritizes equal rights, responsibilities, and treatment for all citizens. School life is a bridge or transition for children to inculcate democratic values.

9.) Curiosity

Curiosity is an attitude and behavior that is always in demand to know better and more about things that are learned, seen and heard. Curiosity is natural. Curiosity is the emotional part of living things that leads to exploration, research, and education. Students with great curiosity will find learning very interesting and motivational.

10.) Patriotism

Patriotism is a way of thinking, acting, and understanding that puts the interest of the country and the state above personal and group interests. Patriotism is a condition that shows the awareness of abandoning the highest loyalty of the individual to the state and nation. Patriotism means “the spirit of patriotism or the attitude of a

person who is willing to sacrifice everything to protect his country.”

11.) Nationalism

Nationalism is a way of thinking, acting, and understanding how to put the interests of the country and the state above personal or group interests.

12.) Respect for Others

Respect for others is a character and behavior that motivates him to create something useful for the community, which recognizes and respects the progress of others. Respect can be compared to learning, where we value the achievements of others. Respect for others is not just about rank, but how we are honest and how good we are.

13.) Friendly

Friendly is a behavior that shows the feeling of enjoying talking, socializing, and being supportive of others. Friendliness is the primary activity in human relations, and it is the most important activity for people.

14.) Love of Peace

Please loving is the attitude, words, and actions of making others happy and safe in their presence.

15.) Reading Habit

Reading habit is the habit of making time to read various readings that provide one with virtue. The mind of a person who takes the time to read well must be imitated because by reading to learn new things that have never been experienced before. Reading can open a window of mind so that we can get used to storing information as soon as possible.

16.) Environmental Awareness

Environmental awareness is an attitude and behavior that always prevents environmental damage and develops efforts to repair the natural damage already done.

17.) Social Awareness

Social awareness is the attitude and behavior of always wanting to help others.

18.) Responsibility

Responsibility is the attitude and behavior of a person to fulfill his duties and responsibilities. Responsibility is awareness of an action or behavior, whether intentional or not. Responsibility also means doing as an expression of the consciousness of work. Responsibility is a characteristic of civilized humanity.

2. English Textbook

a. Definition of Textbook

A textbook is a book that contains learning materials used by teachers and students in the learning process. According to the Oxford Advance Learner's Dictionary, a textbook is a book that contains specific learning materials that are generally cited in the learning process in schools. According to Hutchinson and Torres (1994, p. 315), textbooks are an almost universal element of English education. A textbook gives teachers and students relevant information about learning materials (Radić-Bojanić & Topalov, 2016). The Textbook plays an important role in the teaching and learning process.

According to Kemendikbud No 8 Tahun 2016, a textbook is a book containing learning materials for fundamental abilities that have been identified by the Ministry of Education and Culture to be used in education units. Textbooks, which contain learning materials, have been used by students as a guide in the learning process. Information about learning materials is provided to students in student textbooks. Students can learn what will be known about the topic by studying textbooks. Meanwhile, the teacher uses textbooks as a lesson plan that contains learning materials in the classroom. Textbooks are almost universal parts of education.

Textbooks are considered resources because they contain a variety of materials and activities from which teachers can choose. You

can also coach novice teachers who need valuable advice, support, and guidance. As the authority, textbooks are believed to be valid and reliable, professionally written, and approved by major publishers or the Department of Education. According to Hutchinson and Torres' (1994) textbooks, effective agents of change, play an important role in innovation. Textbooks are essential for teaching English, especially at the primary level, and have become even more important in times of change (Radić-Bojanić & Topalov, 2016).

b. Types of Textbooks in the Language Classroom

The large number and variability of textbooks used for language learning make generalization difficult. There are several categories in textbooks. (Grant 1990: 12) suggests they can be divided into two main categories:

1. Traditional Textbook

Publishers today still issue "traditional" textbooks. However, this classification is more focused on explaining textbook features than on the publication date (Grant 1990: 13). "Traditional textbooks try to get students to learn a language as a system," says Grant. "Once they learn a system, it is hoped that they will be able to use the language to suit their purposes." Same as above 13). Grant (1990: 13) points out some characteristics of traditional textbooks:

- 1) Focus on grammar rather than communication.

The core activity of language-oriented learning is the analysis of the linguistic forms used in the text.

- 2) They emphasize students' reading and writing exercises rather than students' listening and speaking exercises.

When compared to other English language skills such as speaking, writing, and listening, reading is the most realistic activity for someone to use their skills to get information. When someone has obtained information through reading skills, they will provide the information obtained through writing.

- 3) They often use L1 (speaking language).

The use of L1 in traditional textbooks aims to make it easier for readers to understand the learning material.

- 4) Accuracy is an important aspect.

Accuracy is essential to maintaining the credibility of the media and journalists, as well as ensuring public trust.

5) Some teachers find it easy to use.

Traditional textbooks can be used as a medium to facilitate educators' communication and the development of materials in the classroom.

Many teachers use traditional textbooks around the world. They are easy to use, which is a good thing, and students are often enthusiastic about them. However, the downside is that when a student completes a textbook after years of hard work, he or she has mastered the language but is unable to communicate in that language after completing the study.

2. Communicative Textbook

Grant (1990: 13) argues that communication textbooks include many communication activities and provide students with the opportunity to communicate in that language. If students work on exercises in the classroom that help them use the language outside of school, those exercises are communicative activities. Moreover, when students do things in the classroom, it is more likely that they will be able to do them in real life. As a result, students will eventually be able to use the language (Grant 1990: 13). Some features of the Communication Manual (same as above) are as follows:

- 1) Focus on communication aspects.

Communication textbooks include many communication activities and provide students with the opportunity to communicate in that language.

- 2) Try to cover topics that interest students.

Communicative textbooks provide topics that are related to real life. Students are focused on having actual social interactions, so it is necessary to choose interesting learning topics.

- 3) There are many communication activities due to the focus on language skills rather than grammar.

Communication skills are competencies that must be developed in language learning. Therefore, teachers should provide students with real and interesting communicative situations so that students can learn and use the language they learn in real-life situations.

- 4) Emphasize students working in groups or pairs.

Communication textbooks include many communication activities and provide students with the opportunity to communicate in that language.

5) Fluidity is as important as accuracy.

Fluidity and accuracy are essential to maintaining the credibility of the media and journalists, as well as ensuring public trust.

Grant (1990:13), argues that communication textbooks include many communication activities and provide students with the opportunity to communicate in that language.

c. Advantages and Disadvantages of Textbook

a.) Advantages of textbook

Textbooks are tools in the learning process aimed at meeting the needs of students. In addition to technological advances, textbooks are still considered by most teachers to be the center of education and learning in most, if not all, national education systems. Textbooks serve a variety of purposes for teachers. As a basic resource, as a supplementary resource, as an inspiration for class materials, and as a program (Amerian & Khaivar, 2014). Some advantages of a textbook such as:

- a. As a learning tool for students to improve their skills
- b. As a teacher training program
- c. Textbooks provide a clear picture for teachers and students.
- d. Sometimes used as a systematically defined manual.

e. By providing teachers with ready-made texts and tasks of adequate difficulty

f. A great deal of information is presented at the lowest prices.

g. The manual is easy to transport and use and does not require any additional equipment.

h. The course manual can be used as a guide for inexperienced teachers and enhances student autonomy.

In addition to technological advances, textbooks are still considered by most teachers to be the center of education and learning in most, if not all, national education systems.

b.) Disadvantages of Textbook

According to (Amerian & Khaivar, 2014) some disadvantages of textbooks such as:

a. Textbooks are not designed to meet the needs of students.

b. Use of textbooks is limited to teachers and materials.

c. Textbooks create constraints and hinder the creativity of teachers.

d. Textbook prices can be high for many students.

e. Each textbook has its purpose and approach, regardless of the differences in strategies and learning styles of each learner.

f. Teachers may find it too easy to follow a textbook.

Richards (2001) states that textbooks have advantages and disadvantages, depending on how they are used and how they are used:

1. Maintain a standard education.

2. Prepared and tested based on learning principles, improving the quality of education.
3. Using textbooks, teachers can spend more time preparing materials than teaching.
4. Can help inexperienced teachers and provide language support to students.

Some disadvantages of textbooks, such as that they are not designed to meet the needs of students, meaning that their use is limited to teachers and materials. Using textbooks, teachers can spend more time preparing materials than teaching.

d. Criteria of a Good Textbook

Textbooks are one of the supporting materials for the teaching and learning process in the classroom. Most teachers use it as a teaching aid in the classroom. The instructions for use have different purposes, and therefore the instructions for use may differ. This is why teachers must be selective in choosing textbooks. Textbooks are always used as the primary source for teachers as they provide enough materials and worksheets. It also becomes a guide for pedagogical activities in classes.

Greene and Petty (Tarigan, 1986) explain the criteria of a good textbook, which are: (1) the textbook must be good and attractive to learners so that learners are interested in using the textbook. (2) Textbooks must be able to motivate learners to use

them; (3) Textbook content should be illustrated and attractive to learners; (4) Textbooks need to take into account the language aspect so that it is suitable for learners' ability; (5) The content of the textbook must be related to other scientific disciplines; (6) Textbooks should encourage learners' activities; (7) The content of the user manual should be written so that learners are not confused when using the manual, and (8) The book should have a clear point of view. (9) Textbooks must be able to provide learners with balance and emphasize values; (10) Textbooks must be able to respect each learner's differences.

In summary, Greene and Petty argue that a good textbook must meet certain criteria. A good textbook must be able to engage and motivate students to learn. The manual should also consider the language aspect, provide balance, emphasize values, and have a clear view that these are also needed to meet the criteria. In addition, textbooks must also be able to stimulate individual activity and respect the differences of each student. Finally, the content of a good textbook should also be illustrated and clear so that it facilitates students.

Richard (2001) explains the criteria of a good textbook. A book may be ideal in a situation because it fits the needs of that situation perfectly. It contains just the right amount of material for

the class, is easy to teach, can be used by novice teachers without much preparation, and covers grammar and the four skills equally. However, the teacher may look at a book in terms of its usability. The teacher is primarily interested in whether the book works efficiently in the class, can be used flexibly, and can easily be adapted. A good textbook should follow the syllabus and the validity of the activities used in learning.

According to Cunningsworth (1995: 15), there are four criteria and comparing direction books. First, this textbook matches the target and goals of the language learning software. As it can be seen inside the indicator, for instance, students learn how to The students are expected to concentrate on the expressions for admitting and denying a fact, and after gaining knowledge of the instructions, the students are anticipated to recognize and respond to expressions used to admit and deny the truth.

Second, the textbook reflects the use (present or destiny) that rookies will make of language. the textbook can contribute to attaining this purpose by incorporating authentic materials, creating practical situations, and inspiring novices to take part in sports that help develop communicative capabilities and techniques. This textbook has just a few genuine materials. The author should add the opposite actual substances, or there's a preparation to create a

practical situation. The instructor should be innovative in coaching and learning, and they should encourage inexperienced people to participate in coaching and learning.

Third, this textbook is thrilling and well-supplied. There are numerous subjects and activities to encourage scholars. The textbook helps college students recognize how much development they have made and encourages them to check their achievements. This can be achieved through quizzes and self-test lists of what college students feel they've found out at various stages of the book.

Fourth, these textbooks permit learning; they create the learner and the target language together but in a controlled manner.

3. 2013 Curriculum

a. Definition of the 2013 Curriculum

The curriculum is a guideline for the education system and includes content, methods, and objectives for teaching the subject. It includes a variety of learning materials and experiences that are programmed, planned, and designed as a guide to the educational process to achieve learning goals (Sofyan A. Gani, 2017). In the 2013 National Program, it was found that this program project does not hold local content as a separate learning process but sees it as the context of all teaching and learning materials. All materials should be explained in context before being taught to students, bringing them closer to everyday problems and

making the learning process more effective. Therefore, to ensure that the 2013 program is implemented according to the adaptive concept of the program, the 2013 program design utilizes the development of learning processes by observing, thinking, and attempting to acquire concrete learning experiences. connect and communicate to increase students' creativity (Palupi, 2018).

The function of the 2013 program is to develop students' faith, personality, knowledge, creativity, independence, democracy, and responsibility. The purpose of the 2013 program is to balance the learning of technical and non-technical skills and produce student productivity by teaching attitudes, skills, and knowledge. It is to develop high-quality education by enhancing it. We provide all the materials you need to ensure that teachers have no difficulty teaching the new curriculum. Help the government manage business growth. Finally, it provides a platform for individual schools to expand and develop further according to their circumstances (Sofyan A. Gani, 2017).

b. Advantages and Disadvantages of the 2013 Curriculum

There are many advantages of the 2013 curriculum. First, the 2013 program uses a scientific approach that provides students with a first-hand learning experience. This student-centered program develops skills through hands-on experience. In other words, teachers not only impart knowledge but also let students experience the learning process for themselves. Second, the 2013 show is character-based. This means that

students not only learn knowledge but also develop other skills, such as mental, social, creative, cooperative, psychological, and intellectual skills in a balanced way. Thus, they can learn to solve social problems in their environment. Third, the 2013 program includes a comprehensive assessment, which evaluates all aspects of the program. It identifies student values of kindness, religious practices, attitudes, and student activities (Sofyan A. Gani, 2017).

However, the 2013 curriculum has disadvantages too. First, many teachers are not ready to teach the 2013 curriculum because the 2013 curriculum requires more teacher creativity than before. This type of program is student-centric and attracts students seeking to learn. Therefore, teachers need to be more creative in helping students in the process of education and learning. As a facilitator, teachers are expected to help students actively participate in new learning processes. Second, teachers do not understand the concept of a scientific approach. Changing the K13 learning method to a practical learning method that encourages students to use critical thinking is difficult for teachers who previously taught with a more traditional rather than scientific approach. Third, teachers do not understand how to evaluate using real assessment. Due to the completeness of authentic assessments, older teachers are confused as to how to apply these types of assessments. Here, students will be assessed in a total of ways, from input to processing to output from the learning process (Sofyan A. Gani, 2017).

4. Technique of Integrating Character

According to the Ministry of National Education and Culture (2011: 21), there are many ways or techniques to integrate the characters into their teaching included in the textbook. These methods include (1) expressing the character that exists in the learning material, (2) integrating the characters to become an integral part of the learning material, (3) using imagery and making comparisons with similar events in the lives of students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great man, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, and practice field through clubs or groups activities to bring character humanity. From the above description, methods number (1) and (2) imply that the characters in the textbooks are expressed directly (explicitly). Explicitly state what is directly stated without implying anything. Explicit is a word that refers to information that is expressed frankly and explicitly. So, the listener can clearly understand the intent and purpose of the statement stated by the speaker. Explicit is not only conveyed by words but also by actions. Methods number (3)-(10) are the indirect (implicitly) integrating technique of the characters. Implicit means something implied or implied rather than

directly expressed. Implicit meaning is not written directly in the text, which usually means figuratively so that it can cause double meaning. The meaning of implicit can usually be found or inferred when reading the whole text.

B. Review of Previous Studies

There are some previous researchers with similar titles related to this research. The first study is from Anis Qori Marfuah (2022) entitled an analysis of character-building values in the 2013 Curriculum English textbook of seventh-grade junior high school students entitled “Bright” published by Erlangga. This research aims to investigate the values of character building in the 2013 curriculum English textbook for students in seventh-grade junior high school. This research uses the content analysis technique. The objective of this research was to know how the English textbook integrates character building into its material. In “Bright” the English textbook has applied 16 characters building. The conclusion is textbook used for seventh-grade students of junior high school was still worth it to be used as a medium to instill character-building values in the teaching and learning process. The similarity with this study is the studies analyzed character education values in the 2013 curriculum English textbook using the theory by Krippendorff. However, the difference between this study and the research of Anis Qori Marfuah (2022) is the object of the study. Anis Qori Marfuah (2022) used an English textbook entitled “Bright” published by Erlangga. Besides that, the researcher used

an English textbook entitled “Think Globally, Act Locally” published by Kemendikbud as an object.

The second previous research is from Rizki Meliani Rustan (2020) entitled *A Content Analysis of Pathway to English Textbook for SMA/MA Grade XI Based on Character Education and The National Standard*. This study aims to know character education values and the quality of the textbook based on BSNP, and how character education values are integrated with the textbook. This study used a descriptive qualitative approach. The data were collected by reading and taking notes from the book. Data quantification was used to describe the occurrence of character values during the textbook evaluation, which was followed by an assessment based on BSNP. The finding from this research is there are 16 out of 18 character education values recommended by The Ministry of Education are found in the textbook. Besides that, this research used two strategies in integrating character education values, namely implicitly and explicitly. In conclusion, those textbooks are categorized as good textbooks and are one of the textbooks recommended for teachers and students to use. The similarity with this study is these studies use a descriptive qualitative approach. The difference between this study and the research of Rizki Meliani Rustan (2020) is the theory used for analyzing the data. Rizki Meliani Rustan (2020) used the theory from Mayring (2014) and the researcher used the theory by Krippendorff (2013) to analyze the data.

The third previous research is from Rina Wijayanti (2022) entitled *An Analysis of Character Education Values Found in English Textbook for Second Grade of Senior High School Published by Kemendikbud 2017*. The objective of this research is to identify the character education value found and to know the integration of character education found in the English textbook for second grade published by Kemendikbud. The focus of this research is on the character education value found in the content of the English Textbook based on the compatibility of character education from the curriculum 2013 implemented by Kemendikbud. The methodology of this research is a descriptive qualitative approach using the technique of content analysis. The instrument of this research is documentation and a data sheet to present the data. The documentation research from the content of the textbook which is conversation and reading text. In conclusion, there are only 16 characteristics of education that consist of 8 conversation texts and 14 reading texts. The similarity with this study is the studies analyzed character education values in the 2013 curriculum English textbook. However, the difference between this study and the research of Rina Wijayanti (2022) is the object of the study. Rina Wijayanti (2022) used an English Textbook for the Second Grade of Senior High School Published by Kemendikbud in 2017. Besides that, the researcher used an English textbook entitled “Think Globally, Act Locally” published by Kemendikbud as an object.

Table 2.1 Relevant Studies

NO.	Title of Research	Similarities	Differences
1.	Anis Qori Marfuah (2022) An Analysis of Character Building Values in The 2013 Curriculum English Textbook of Seventh-Grade Junior High School Students entitled "Bright" Published by Erlangga	The aims of the study Analyzed character education values in the 2013 curriculum English textbook	Research Object The difference between Anis Qori Marfuah's research and current research is that the research object and the concentration are in English textbooks for seventh-grade students of junior high school. In contrast, the latter focuses on English textbooks for ninth-grade students of junior high school.
2.	Rizki Meliani Rustan (2020) A Content Analysis of <i>Pathway</i> to English Textbook for SMA/MA Grade XI Based on Character Education and The National Standard	Research design Descriptive qualitative approach	Theory of analyzed data The difference between Rizki Meliani Rustan's research and current research is that the theory of analyzing the data used the theory from Mayring (2014). In contrast, the latter used the theory from Krippendorff (2013) for analyzing the data.
3.	Rina Wijayanti (2022) An Analysis of Character Education Values Found in English Textbook for Second Grade of Senior High School Published by Kemendikbud 2017	The aims of the study Analyzed character education values in the 2013 curriculum English textbook	Research Object The difference between Rina Wijayanti's research and current research is that the research object and the concentration are in English textbooks for second-grade students of senior high school. In contrast, the latter focuses on English textbooks for ninth-grade students of junior high school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was a content analysis. The purpose of the study was to analyze character education values represented in the 2013 curriculum English textbook entitled “Think Globally, Act Locally” of ninth-grade students. The objective of a qualitative analysis of the content is to systematically convert an excellent text into a very organized and precise summary of the keywords. In qualitative methodology, it is essential to maintain awareness of your default setting so that it does not affect the analysis and the results. The qualitative design consists of various approaches to data collection, which can be used by researchers to help provide cultural and contextual descriptions and interpretations of social phenomena. Philosophical terms, data immersion, paying attention to the description and interpretation of data analysis, context review when analyzing data, and data reduction for the search for subjects. The analysis the researchers undertake in the selection of the analysis unit, the subjective observation of the realities of the phenomenon, which is classified as a data analysis tool, which is considered a view of more than the realities behind the data and finds parts of categories and analytical results (Erlingsson & Brysiewicz, 2017).

The researcher applied this research because this book is used for schools that implemented the 2013 curriculum. The researcher used the values of character education proposed by The Ministry of Education and Culture to analyze character education values in reading text in the 2013 curriculum English textbook entitled “Think Globally, Act Locally” for ninth-grade students. The material of this book was expected to involve the character education values, especially in reading text, dialogue, and instruction.

B. Data and Source of the Data

The data and source data in this research are taken from the text, especially dialogue, reading text, and instruction of the 2013 curriculum (revised edition) English textbook for the ninth grade of junior high school students. The sample is attach in the appendix page 91-103. The instrument of this research is documentation and a data sheet to present the data. The focus of this study was to analyze an English textbook on character education values used by ninth-grade students of junior high school. A textbook was published by The Ministry of Education and Culture entitled “Think Globally, Act Locally” for junior high school students. This book was written based on a 2018 revised, containing 11 chapters and 218 pages.

Table 3.1 Source of the Data

No.	Chapter	Title	Page
1	Chapter I	Congratulation!	1
2	Chapter II	Let's live a healthy life!	17
3	Chapter III	Be healthy, be happy	33
4	Chapter IV	This is how you do it!	53
5	Chapter V	Everybody is always in the middle of something	79
6	Chapter VI	We have been to an orphan home. We went there last Sunday	107
7	Chapter VII	Sangkuriang	131
8	Chapter VIII	They are made in Indonesia	145
9	Chapter IX	What is it?	165
10	Chapter X	Come and visit us!	191
11	Chapter XI	You can always come back home	203

C. Research Setting

1. The Time of The Research

The researcher will research from December 2022 until November 2023.

Table 3.2 Schedule

No	Activities	Month											
		D	J	F	M	A	M	J	J	A	S	O	N
1	Writing Research Proposal												
2	Seminar Proposal												
3	Conducting the Research												
4	Data Analysis												
5	Data Display												
6	Analysis and Conclusion												
7	Final Examination												

D. Technique of Collecting Data

The researchers used a qualitative approach, namely the shape of the data discourse. The researchers used documents when collecting the data. The researcher collects the documentation from English textbooks. There are some

necessary steps for collecting data for this research. Several activities according to (Zhang & Wildemuth, 2009) have been carried out as follows:

1. Prepare the Data

Different types of data can be analyzed through qualitative content analysis. In general, the data must be converted to written text before analysis can begin. The researcher found an English textbook entitled "Think Globally, Act Locally" an English course for junior high school students published by Kemendikbud.

2. Define the Unit of Analysis

A unit of analysis refers to the basic unit of text to be classified in content analysis. Results must be standardized before coding, and differences in unit definitions may affect coding decisions and the comparability of results with other similar studies. Therefore, defining a coding unit is one of your most fundamental decisions. The researchers read and observed the content of English textbooks.

3. Develop Categories and a Coding Scheme

A coding scheme is a set of codes defined by words and phrases assigned by researchers to classify data segments by subject. To develop a tentative coding scheme, researchers need to consider what questions they want to answer and the themes related to those questions. Categories and coding schemes can be derived from three sources: data, previous relevant research, and theory. Coding schemes can be developed both inductively and deductively.

4. Test your Coding Scheme on a Sample of Text

The best test for the clarity and consistency of class definitions is to encode a sample of the data. After a sample is coded, the consistency of the coding must be checked, in most cases by evaluating the consistency between coders. If not, the encoding rules must be modified. Coding the sample text, checking for coding consistency, and revising coding rules is an iterative process that should continue until sufficient coding consistency is achieved.

5. Code all the Text

When sufficient consistency is achieved, the encoding rules can be applied to the entire text corpus. During the coding process, the code needs to be checked repeatedly. This is because encoding continues while new data is collected.

6. Assess the Coding Consistency

After encoding the entire dataset, the consistency of the encoding needs to be checked again. It cannot be assumed with certainty that if the encoding of one sample is consistent and reliable, the encoding of the entire corpus of text will also be consistent.

7. Draw a Conclusion from the Coded Data

This step is about understanding the identified themes or categories and their characteristics. At this stage, you will conclude and demonstrate your reconstruction of the meaning drawn from the data. Your activities might include exploring attributes and dimensions of categories, identifying

relationships between categories, discovering patterns, and testing categories across data ranges.

8. Reports the Methods and Findings

In the final stage of the research, we must provide descriptions and conclusions that are sufficiently likely to make the reader understand the content of the description.

E. Trustworthiness of Data

To check the validity of the data, the researcher used triangulation of the data sources. This triangulation involves data obtained through documentation or archives relating to the character education values. Checking the data can be done by the researcher when they get the data and then crosscheck it with archives related to the character education values.

1. Credibility

Credibility is equivalent to internal validity in quantitative research, involving the truth value aspect. Strategies to ensure credibility include long-term engagement, continuous observation, triangulation, and membership screening. Denzin (1978) in Abdalla, L.G. (2017) identified four types of triangulation namely: data triangulation, theoretical triangulation, researcher triangulation, and methodological triangulation. To increase the credibility of qualitative content analysis, researchers must not only devise data collection

strategies that adequately capture representations but also develop transparent processes for encoding and drawing inferences from raw data. The programmer's knowledge and experience have a significant impact on the credibility of the research findings (Zhang & Wildemuth, 2009).

This research used researcher triangulation. The researcher produced a relatively higher level of confidence by involving several people. Sources and theories were used as the triangulation technique in this research. The source was the English textbook entitled “Think Globally, Act Locally” an English course for junior high school students. Meanwhile, theories of character, character education values, and textbooks were referred to in this research.

2. Dependability

Dependability includes aspects of consistency. The primary technique for determining dependability and confirmability is an audit of the research process and results. Dependability is determined by examining the consistency of the research process, and verifiability is determined by examining the internal consistency of the research product, namely the data, results, interpretations, and recommendations. You must verify that the analytical process meets the recognized standards of the

specific individual. To achieve dependability, researchers can ensure that the research process is logical, understandable, and documented. If the reader can check those During the research process, they can better assess the reliability of the research. One way a study can demonstrate its reliability is by auditing its process (Zhang & Wildemuth, 2009).

3. Transferability

Transferability is established by providing readers with evidence that research findings can be applied to other contexts, situations, times, and populations. Transferability means that a researcher's working hypothesis can be applied to another situation. It is not the researcher's job to provide an index of transferability; rather, he or she is responsible for providing datasets and descriptions sufficient to enable other researchers to make judgments about the transferability of results to other settings (Zhang & Wildemuth, 2009).

F. Research Instrument

The main data collection instrument in this research is the researcher himself because the researcher in this study works fully to obtain and process the data needed to get and process the data needed in this study. Researchers must have a wide range of theories and insights so that they can

ask, analyze, photograph, and construct the social situation under study in a way that is clearer and more meaningful. Meaning means that the real data must have a value behind the visible data. Researchers must also maintain the accuracy of the data obtained so that the results are as expected.

Researcher as instrument refers to the researcher as an active responder in the research process. Researchers use their sensory organs to grasp and reflect objects of study in their minds, which are then translated into phenomenological representations for interpretation. As the researcher is a vehicle for semi-structured or unstructured qualitative interviews, the unique characteristics of researchers may have influenced the collection of empirical material. Although this concept is widely recognized, it has rarely been systematically studied. Although scholars generally support the reflectivity of the interviewer and acknowledge that the researcher is the main tool of qualitative interview research (Pezalla & Pettigrew, 2012).

G. Technique of Analyzing Data

The technique used in his research was the procedure of analysis content proposed by Krippendorff (2018), as the following:

1. Unitizing

The first step in content analysis is determining the unit of analysis. Unitizing is the systematic differentiation of text into images, sounds, and other observable fragments of interest in the analysis. Content analysts must justify their consistent approach, for which they must demonstrate that the information required

for their analysis is represented in the set of cells, not in the relationship between cells discarded by cells (Krippendorff, 2004: 83).

2. Sampling and Sample

Sampling allows analysts to save research effort by limiting observations to a manageable subset that statistically or conceptually represents the set of all possible branches, populations, or areas of interest. Ideally, an analysis of the entire population and an analysis of a representative sample of that population should lead to the same conclusions. Text can be read at multiple levels, including words, sentences, paragraphs, and chapters. Therefore, creating a representative sample for content analysis is far more complicated than creating a sample. In qualitative research, samples should not be drawn according to statistical criteria but should be based on citations and examples. Qualitative researchers present their readers with the same features that use sampling (Krippendorff, 2004: 84). The researcher used an English textbook entitled “Think Globally, Act Locally” published by Kemendikbud as a sample in this study and also used textbook materials as the item of analysis.

3. Recoding/ Coding

Recording and coding bridge the gaps between a unified text and its reading, between different images and what people see in them, or between individual observations and their contextual interpretations. One reason for this analysis component is that researchers need to create permanent records of other transient phenomena, such as spoken words or transmitted images (Krippendorff, 2003: 84). The researcher marked the unit from the recording phase. The encoding used implicitly and explicitly in the page's text, as well as how they are combined implicitly or explicitly, the recognized text is encoded using open encoding. This means that when you read, the notes and headings are written into the text. After that, collect notes under the headings on the coding sheets. Here is the coding sheet used in this research:

Table 3.3 Coding Sheet

Code	Data	Character Education Values	Techniques	
			E	I

Note:

E: explicitly

I: implicitly

Code:

C1/P1: Chapter 1/ Page 1

4. Reducing

Reducing can satisfy analysts' needs for efficient representation, especially with large amounts of data. It just replaces repeats by frequency. Since one representation can be created from another, nothing is lost. In qualitative work, cohesion and summarization have a similar effect; they reduce the variety of texts to essential elements (Krippendorff, 2004: 84). The data reduction phase is performed during data analysis to eliminate what was previously considered data.

5. Inferring

Inferring contextual phenomena from the text makes research out of data. It bridges the gap between the narrative narratives of texts and what they mean, refer to, indicate, provoke, or cause. It points to things that are not visible in the context of the researcher's interest (Krippendorff, 2004: 84).

This research focuses on analyzing character patterns and strategies for integrating character patterns within literary texts. That's why it's necessary to perform an intervention on this data. To make this comparison, do some research. The analysis

was constructed from data and theoretical contexts. In other words, data and theory are the foundations of research.

The researcher's engine uses percentages to determine the result of the study. The percentage used to determine the results of this research can also be used by the researcher to determine which of the textbooks best fits the content area of the proposed 2013 curriculum.

The researchers used percentages to determine the study's results. Percentages can determine the results of this study. Researchers can also use it to find out which textbooks are more in line with the content aspects suggested by the 2013 Curriculum Standards.

Formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F= Frequency of fulfilled aspect criteria in each unit

N= The total number of criteria in each aspect

6. Narrating

Narrating the answers to the content researchers' questions is for the researchers to make their results understandable to

others. Sometimes, this means explaining the value of their achievements or contributions to the available literature. At other times, it means discussing the merits of using content analysis rather than visual analysis (Krippendorff, 2004: 84). The description of the researcher's understanding is accompanied by theories that support the discussion, so the results of the study are not subjective because they are only based on the researcher's understanding.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter consists of two parts. They were findings and discussions. Findings and discussions are presented in terms of research questions related to the emergence of character and techniques for integrating the character into texts and sentences in the English textbook “Think Globally, Act Locally” (revised edition) an English textbook for ninth-grade students of Junior High School.

A. Research Findings

1. Characters in the Text or Sentence of an English Textbook Entitled “Think Globally, Act Locally” for Ninth-grade Students of Junior High School

The Indonesian government (Kemendiknas, 2011) published Buku Panduan Pelaksanaan Pendidikan Karakter, in which it is stated that there are 18 values as the result of an empirical study by the Center for Curriculum. Those values are sourced from religion, Pancasila, Culture, and the goal of national education. The values are (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) patriotism, (12) respect for others, (13) friendly, (14) love of peace, (15) reading habit, (16) environmental awareness, (17) social awareness, (18) responsibility. The data analysis shows that there are 18 character values found in the data. In the analysis of reading text, dialogue, and instruction in the ninth-grade English textbook entitled “Think Globally, Act Locally”, there is one statement that can be included in two categories of character education values. This is because there is a

lot of reading text, dialogue, and instruction, so there is not only one character but also two character education values.

After the researcher analyzed the character education in an English textbook entitled “Think Globally Act Locally” for the Ninth grade of Junior High School, The researcher found several character education values contain one or more in the textbook, until the amount to zero.

a. Religiosity

The attitude and behavior of obedience when implementing the teachings of their religion, tolerance for the worship of other religions, and living in harmony with followers of other religions.

Example:

C1/P7

Thank God. I’ve got an A for my Math Test. But, I don’t know the result of my English test, yet.

C1/P8

Thank God. Finally, my father gives me permission to go hiking.

The sentences were found in the dialogue in Chapter 1. The sentence “Thank God” shows religious value. In addition, the dialogue is related to religious life, has a sacred nature, and can be used as a guide for individual behavior in the context of the religion. Religiosity values direct the behavior and considerations

that will be carried out by a person. Another example can be found in the sentence below:

C1/P12

Thank God, the tent is done.

The assessors categorized this activity as a representation of the character of religiosity. The values of religiosity were found in this activity. We can see that for everything that happens, we always thank God. Religiosity values direct the behavior and considerations that will be carried out by a person. An action will be considered morally appropriate if it is in line with the values that have been agreed upon and upheld by the local community where the action is carried out. The value of religiosity also not only contains the element of divinity but also has spiritual value and also contains other elements such as beauty and truth.

b. Honesty

Honesty is an attitude of harmony between what is said and what is done. An attitude based on striving to be a trustworthy person in speech, action, and work.

Example:

C1/P14

Udin has just finished making a fried tofus for his friends. Dayu says that they look yummy and she's sure that everybody will like them.

The raters classified this sentence as an expression of honest character. The dialog above shows that someone conveys an opinion according to the actual situation. This state includes things thought in the heart or mind, actions performed, and information or objects said. Honesty can make a person trusted for the truth of his words and attitudes. Through, this activity students learn to honestly express their feelings.

c. Tolerance

Tolerance is an attitude and action of respect for differences in religion, race, ethnicity, opinions, attitudes, and behavior of others who are different from one.

Example:

C5/P89

Lina: " Did you all go to practice football?"

Beni: "Only Udin and I went to practice football. Edo could not come because he had much homework to do."

Udin: "Yes, when we got there to pick him up, he was doing his math homework."

In this dialogue, students learn tolerance. In this dialogue, there were several activities with different roles. Tolerance aims so that a person can determine, and increase togetherness, and cohesiveness in interaction by not prioritizing ego in the sense of having an attitude of patience, broad understanding, a big soul, and being capable of being able to understand the world. patient, broad in

understanding, big-hearted, able to defend themselves, and willing to give freedom to the will of others. self-defense, giving freedom of will to others, and allowing others to voice their opinions. others, allowing others to voice their opinion, even though it contradicts personal personal thoughts, to create a tolerant life and a harmonious social life. harmony in social life. Indirectly, students will learn about tolerance by respecting each other's activities.

C5/P91

Siti: "Lina, I called you when you were walking out of the bank yesterday, but you did not hear me."

Lina: "Really? I'm sorry I did not hear you. I was listening to music with earphones."

In this dialogue, students learn tolerance. In this dialogue, there were several activities with different roles. The value of tolerance is an action that is instilled in oneself to always be open-minded, respectful, understanding, and allow someone to have different beliefs, both in terms of religion, culture, ethnicity, stance, opinion, and so on, that are different from our own beliefs. The value of tolerance is highly emphasized in learning activities. Indirectly, students will learn about tolerance by respecting each other's activities.

d. Discipline

Discipline is methodical behavior that complies with various rules and regulations. Discipline is a consistent attitude toward doing something.

Example:

C2/P19

Siti: "Hi Dayu, have you taken any medicine, yet?"

Dayu: "Yes, I have. But it only helps a little."

Siti: "Maybe you just have to take some rest in order to get well soon."

Dayu: "You are right. In fact, I have been to the toilet many times today."

Edo: "Poor you. You need to drink a lot of water so that you will not dehydrate."

Dayu: "This is a good lesson for me. I never care about what I eat."

Udin: "Right guys, don't forget to wash your fruits and vegetables before you eat them so you will not take any germs into your tummy."

Dayu: "Yes Boss. You are right. We should always clean our food well. I should be more careful now."

Lina: "Dayu, you look so pale. I think you need to see the doctor soon in order to get help. Don't take diarrhea lightly."

Dayu: "No of course not. Actually, my mom is on her way from the office to take me to the hospital."

Siti: "Good. We'll help you to get ready now."

In this dialogue, students learn discipline. In this dialogue, we should wash fruits or vegetables or others before we eat them, so that we will not take any germs into our tummy. Discipline is a quality that helps a person achieve his or her goals. The purpose of discipline is to shape one's attitude and behavior

following what is expected. In addition, discipline can help a person learn responsibility and control themselves.

e. Hard work

Hard work is the act of showing serious effort and overcoming a variety of learning barriers and tasks to complete correctly.

Example:

C1/P4

“Yes, it’s my dream. And I have practiced every day for the last two months with my dad.”

In the underlined sentence above students learn hard work value. It can be seen that “*practice every day*” requires time, energy, and thought. The character value of hard work is a behavior that shows serious efforts in overcoming various learning obstacles and tasks and completing tasks as well as possible. Hard work and learning outcomes are very important because the importance of hard work can affect better learning outcomes. Hard work learning is also one of the student learning processes, and it can be said that hard work learning is an encouragement of student learning to get better learning outcomes. Another example of hard work is as follows:

C5/P81

“Be quiet, please. I’m trying to concentrate. I’m studying History for the test tomorrow.”

Trying to concentrate in a crowd is difficult, and you study hard to prepare for the test, so it is included in hard work. Hard work and learning outcomes are very important because the importance of hard work can affect better learning outcomes. Hard work learning is also one of the student learning processes, and it can be said that hard work learning is an encouragement of student learning to get better learning outcomes.

C5/P82

“Today she is in Posyandu till late afternoon. She’s doing vaccination for the babies and small kids in my neighborhood.”

Doing a job is included in hard work. Through hard work, one can improve their quality of life by achieving financial, professional, or personal goals. The ability to work hard can also help one achieve success and happiness in life.

C5/P89

Beni: “What time did you finish your homework, Edo?”

Edo:” I don’t remember what time I finished my homework. Maybe at five. I remember that when my dad got home around 4 p.m., I was still working on my homework.”

Trying to complete homework well is hard work. Hard work and learning outcomes are very important because the importance of hard work can affect better learning outcomes. Hard work learning is also one of the student learning

processes, and it can be said that hard work learning is an encouragement of student learning to get better learning outcomes.

C6/P112

“She has participated very actively in the group’s activities. They have made handicrafts and sold them. They have used the profit to help street children and poor families. The program has run for almost two years now.”

The word "very actively" implies the value of hard work because active people have a lot to do. Through hard work, one can improve their quality of life by achieving financial, professional, or personal goals. The ability to work hard can also help one achieve success and happiness in life. Hard work can develop your potential, whether in the form of talents, interests, knowledge, or skills.

f. Creativity

The creative potential of students' ability to think and be creative to solve problems Creativity is a very important part of the development to be able to discover and create something unique, interesting, and more useful, and that increases economic value.

Example:

C1/P14

Siti has just made a very beautiful handicraft from pandan leaves. Beni praises her handicraft and hopes that she wins the national crafts competition.

Creativity is a person's ability to produce something new in the form of ideas or real work that has never existed, in a new form or combination with existing things. This activity requires student creativity since they have to create something unique and some new ways from what they already have. Another example of creativity as is follows:

C6/P112

“She has participated very actively in the group’s activities. They have made handicrafts and sold them. They have used the profit to help street children and poor families. The program has run for almost two years now.”

The word “handicraft” shows creativity. In the dialog, it shows the attitude of having inventiveness or having the ability to create. Creativity is a part of the form that occurs as a whole, either through the discovery of thoughts or ideas that have increased to be updated or used to practice the process of solving problems by itself. Creatives take a series of actions that point to good mental development.

g. Independence

Independence is an attitude and behavior that does not make it easy to rely on others. Independence value can be found in the text below:

Example:

C2/P25

Here is what you hand-write on your paper.

The text above indicates independence value because it triggers students to finish their tasks by themselves. Independence in learning is an encouragement in a person to carry out learning activities with full confidence and confidence in his ability to complete his learning activities without the help of others.

h. Democracy

Democratic thinking and acting is a way of thinking and acting as an actor who has the same rights and responsibilities as himself and others.

Example:

C1/P10

We will work in groups to reflect on our learning. We will discuss completing the statements in the box.

Students can learn the value of democracy in this activity because each student will learn to solve problems in groups and express their opinions. Democracy is a demand for the realization of a society that is free to think and create. The application of democratic values can be done by getting used to being able to deliberate every decision, respect each other, and respect the existence of individuals and groups.

i. Curiosity

Curiosity is an attitude and behavior that is always in demand to know better and more about things that are learned, seen and heard.

Example:

C5/P91

Here is the situation that we have to complete.

This activity can improve students' curiosity because students will think about completing the dialogue in the text. Curiosity will make a person an active thinker and an active observer, which then motivates a person to learn more deeply so that it will bring satisfaction to itself.

C8/P150

Bill: "That cloth looks beautiful! Is it made in Indonesia?"

The dialog above teaches students about the attitude of curiosity because it shows an expression of curiosity about something. Curiosity is ingrained in human beings. This curiosity helps one to learn and survive. Curiosity drives students to search for things they don't know yet, especially new things. Curiosity can expand knowledge or information; high curiosity will make a person more motivated to try harder to understand a new thing.

j. Patriotism

Patriotism is a way of thinking, acting, and understanding that puts the interest of the country and the state above personal and group interests. Patriotism is a condition that shows the awareness of abandoning the highest loyalty of the individual to the state and nation. On pages 149-151, there are

some examples of patriotism. From the dialogue, we can show the love of Indonesian-made products.

Example:

C8/P149

Bill: "This awesome gift was given to me by my friend."

Harry: "Wow, that looks nice! What is it called? Is that made in Indonesia?"

Bill: "Yes, it is this called an 'angklung'. 'Angklung' is a musical instrument from the Sundanese culture of West Java. It is made from bamboo. It is used to play not only traditional but also modern music."

C8/P150

Bill: "That cloth looks beautiful! Is it made in Indonesia?"

Harry: "Yes, it is a traditional cloth from the Batak culture, North Sumatra. It is called 'ulos' "

Bill: "How do they wear it? When?"

Harry: "It is worn by men and women in ceremonial events like weddings and funerals. It is usually draped over one shoulder. Sometimes it is worn to cover both shoulders."

Bill: "What is it made of?"

Harry: "Ulos is made of cotton thread. The thread is woven by hand."

C8/P150

Bill: "I got this awesome souvenir when I was working in Papua last year. I love it!"

Harry: "What is that? Is that bag or basket?"

Bill: "It is a bag. It is called a 'noken'. It is made in Papua."

Harry: "It looks strong. What is it made of?"

Bill: "It is made of wood fibre or leave fibre."

Harry: "The bag is very big and the straps are very long. How do you carry it?"

Bill: "Traditionally it is hung on the head to carry many things. I see it as a symbol of hard work."

C8/P151

Bill: "The umbrella looks very artistic! I like the decoration of colorful flowers on it. Is that Indonesian art?"

Harry: "Yes. It is called 'payung geulis' or a beautiful umbrella. It is made in Tasikmalaya of West Java province."

Bill: "What it is made of?"

Harry: "It is made of plain waterproof paper or cloth. The picture of colorful flowers is painted or embroidered on the outer part of the paper umbrellas."

Bill: "Awesome!"

The dialog above teaches us to love Indonesian-made products, but besides that, we must also be proud of the work that comes from a region in Indonesia. Patriotism reflects an act of love for the country, where a person is willing to sacrifice and never give up on defending the nation and state. We must have and exemplify the attitude of patriotism in our daily lives to maintain the unity and integrity of the nation and state.

k. Nationalism

Nationalism is a way of thinking, acting, and understanding how to put the interests of the country and the state above personal or group interests.

Example:

C1/P8

Dayu is going to participate in a bike race to celebrate Independence Day. Siti shows her hope that Dayu will get a prize.

This text displayed the value of nationalism by inserting a national holiday, namely Independence Day. Students will also learn that Independence Day is a day that is commemorated every year to remember the struggle of the heroes. Nationalism is very important to the life of the nation and state because it is a form of love and honor for one's own nation. With this, youth can do what is best for their nation, maintaining the integrity of national unity.

C1/P15

Siti has just finished practicing singing. She will sing in the celebration of Kartini Day. Dayu praises her that she sings like a real singer, and she will get a big round of applause for that.

In this text, nationalism is valued by inserting a national holiday, namely Kartini Day. Students also learned that Kartini Day is celebrated every year in honor of the Kartini Day Battle of RA Kartini. Nationalism shows that a person can fight, sacrifice, and maintain the unity of the nation, which can be the foundation for the younger generation to act and behave according to existing and developing norms.

1. Respect for others

Respect for others is a character and behavior that motivates him to create something useful for the community, which recognizes and respects the progress of others. On pages 2-12, there are some examples of respect for others' actions. The word congratulations indicates giving appreciation to someone.

Example:

C1/P2

The winner of the storytelling competition in this class is Lina. Congratulation Lina!

C1/P2

Congratulation, Lina!

C1/P3

Congratulations on being the champion of the class, Lina! I hope you will be a better winner of the school competition too.

C1/P3

Lina, I'm happy for you. Congratulation! I hope you win the first prize in the school competition.

C1/P4

Congratulation, Lina! It's your dream to be the winner of the school's storytelling competition, isn't it?

C1/P8

Congratulations on the result of your Math test hope you get an A for English too.

C1/P12

Congratulations, Siti. You deserve it. Your mom and dad must be proud of you.

The word “*congratulations*” indicates giving appreciation to someone. Respect for others recognizes, appreciates, and accepts students as they are; does not fool students; and openly accepts students' opinions and views without judging or criticizing. Mutual respect is also very important in learning, so it

can increase students' interest and motivation to learn. can increase students' interest in and motivation to learn.

C1/P11

Happy birthday, Udin! You are a big boy now. I'm proud of you.

The word “*happy birthday*” shows one's sympathy for others on special occasions, especially on birthdays. The condition of respect includes caring, appreciating, valuing, and liking. One of the basic principles of communicating effectively is to give honest and sincere appreciation. respect for others can generate enthusiasm and encourage others to do their best by giving sincere appreciation.

C1/P12

Good work, boys! You are super. I'm very proud of you.

C1/P12

Good girl! It looks tidy now, doesn't it? I love it.

The sentence above indicates giving appreciation to someone for achievement. The condition of respect includes caring, appreciating, valuing, and liking. One of the basic principles of communicating effectively is to give honest and sincere appreciation. respect for others can generate enthusiasm and encourage others to do their best by giving sincere appreciation.

C1/P12

Congratulations, Siti. You deserve it. Your mom and dad must be proud of you.

The word “*congratulations*” indicates giving appreciation to someone. shows admiration for someone or something that is believed to have good ideas or qualities. This means that there is an acknowledgment of the advantages or superiority of others. Recognizing and respecting each other's uniqueness, interests, and beliefs can help build meaningful relationships. Respect is an essential element for forming healthy, calm, peaceful, loving, and comfortable relationships.

m. Friendly

Friendly is a behavior that shows the feeling of enjoying talking, socializing, and being supportive of others.

Example:

C5/P95

Lina: “Udin, what happened with your foot?”

Udin: “I tripped and fell while I was carrying the pillows up the stairs at home”

Lina: “I hope you’ll get well soon, Udin.”

The dialogue text contains a sense of caring for someone who is affected by a disaster. Friendliness is the primary activity in human relations, and it is the most important activity for people. Students can learn how to be friendly to others.

n. Love of Peace

Please loving is the attitude, words, and actions of making others happy and safe in their presence.

Example:

C6/P124

Siti: "Hi, Lina. I heard that you visited the Cinta Kasih orphan home yesterday."

Lina: "Yes, I did. Finally, I'm very happy now that I have met them. They are happy kids. Want to know them better. I think I can learn a lot from them."

Siti: "Good on you. Let's visit them again soon."

C6/P124

Udin: "Beni, let's take our friends to the orphan home at Ujung Genteng this holiday."

Beni: "That sounds a good idea. I be there before. Have you?"

Udin: "Yes, I have. I go there last year, but I would love to go again with you, guys. The beach there is so beautiful and quiet. I'm sure you'll love it."

The dialogue above shows compassion and care for the children living in the orphan home. And they are very happy to meet and visit the children in the orphan home. The character of pacifism has an important role in forming a very good personality for a child by creating a peaceful and serene environment a very good personality for someone by creating a peaceful and serene

environment. A love of peace character is a behavior that arises to create a safe and calm atmosphere that can be felt by someone. A love of peace character can help a person avoid disturbances that lead to a fight against bullying so that they can appreciate every difference in the community. Respect every difference in the community, for individuals and groups other.

o. Reading Habit

Reading habit is the habit of making time to read various readings that provide one with virtue. The mind of a person who takes the time to read well must be imitated because by reading to learn new things that have never been experienced before.

Example:

C4/P77

Here are the actions to steam food, but they are not in good order yet. Put them into the table in the right order.

This activity can increase students' interest in reading because they must first read the text carefully to understand how to do something. The learning process always involves reading. Reading habits are not just about obtaining information; they also require comprehension to understand a concept from the material obtained. Through reading, information, knowledge, or useful sciences can be obtained. Reading is an important aspect of education and is beneficial for life. Through reading, one can obtain various kinds of information.

p. Environmental Awareness

Environmental awareness is an attitude and behavior that always prevents environmental damage and develops efforts to repair the natural damage already done.

Example:

C2/P22

In order to be healthy we should keep our home and school clean. We should sweep and mop the floors to get rid of dirt. We have to clean our bathtub regularly so that mosquitoes don't lay their eggs there. We should wash the dishes right away after meals in order not to get harmful bacteria.

The text above shows that we must maintain cleanliness wherever we are to avoid the danger of disease. With a clean environment, humans will live comfortably, plants will also grow well, and humans can think clearly so that they can come up with creative ideas that are beneficial to life. Concern for the environment must be shown by everyone. This needs to be done to maintain the survival of humans, animals, and plants. If not treated properly, there will be damage to nature, which can threaten every living thing.

q. Social Awareness

Social awareness is the attitude and behavior of always wanting to help others.

Example:

C2/P19

“Good. We’ll help you to get ready now.”

The dialogue contained the value of social care because can help students learn to help each other. Social awareness refers to how we understand and act toward someone who has a different perspective on us. and also need to know that everyone has a different point of view when seeing an event or solving a problem.

C2/P21

Many kinds of instant food are not good for your health. They contain dangerous chemicals, like MSG, preservatives, and artificial colors. We should not eat too much instant food so that we will not get serious diseases. To stay healthy, we should eat a lot more healthy homemade foods.

The paragraphs above illustrate social awareness character to be more aware that healthy food is very important for the body, and must be selective in choosing instant food because it is not good for health. The benefits are to make it easier for us to adjust and get along with the surrounding environment or outside society and understand how to get what we need.

C2/P29

Lina: “I don’t feel well. I’m catching a cold.”

Udin: “You should go to the doctor.”

Beni: "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."

Siti: "I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."

Edo: "I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."

Dayu: "I think the best thing to do is go home, Lina. Your mom and dad know better what you should do."

The underlined sentences above illustrate the social awareness character clearly. Social awareness is very necessary to instill in oneself because this social awareness is a fundamental thing or part of creating good relationships with people around. After all, there are good bonds and relationships between people around.

r. Responsibility

Responsibility is the attitude and behavior of a person to fulfill his duties and responsibilities. Responsibility is awareness of an action or behavior, whether intentional or not. Responsibility also means doing as an expression of the consciousness of work. Responsibility is a characteristic of civilized humanity.

Example:

C5/P83

Mom: "Lina, Beni's calling."

Lina: "I can't come to the phone now, Mom. I'm mixing the flour and eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon."

The dialogue above shows a responsible attitude when doing something. With a responsible attitude, a person will be trusted, respected, appreciated, and liked by others. A responsible attitude makes a person stronger and more resilient when facing problems that must be resolved.

C5/P84

A: "Are you mopping the floor again? You've just finished mopping it, haven't you?"

B: "Well, I tripped over the stool and fell and spilled my milk all over the floor."

The dialogue above shows a sense of responsibility that when we make mistakes, we must solve them. Character education will provide boundaries for what is good to do and what is not. This character education will filter a person's activities. By having responsibility, a person will be respected by society. Because by having an attitude of responsibility, you will be responsible for the tasks you have been assigned and not neglect them. so that you will not make a mistake in the tasks that have been assigned to you.

The result of the analysis of character education values can be seen in the table below:

**Table 4.1 Character Education Values that Appeared
In the Text/Sentences**

No	Character Education Values	Total
1	Religiosity	3
2	Honesty	1
3	Tolerance	2
4	Discipline	1
5	Hard Work	5
6	Creativity	2
7	Independence	1
8	Democracy	1
9	Curiosity	2
10	Nationalism	2
11	Patriotism	4
12	Respect for Others	10
13	Friendly	1
14	Love of Peace	2
15	Reading Habit	1
16	Environmental Awareness	1
17	Social Awareness	3
18	Responsibility	2
Total		44

2. How Character Education Values are Implemented in the Text or Sentences of English Textbook Entitled “Think Globally, Act Locally” for Ninth-grade Students of Junior High School

According to Kemendiknas (2011), character education values in the text or sentences of the textbook are implemented in two kinds of ways which are explicitly and implicitly. Explicitly state what is directly stated without implying anything. Implicit means something implied or implied rather than directly expressed. The researcher describes how the character education values are implemented in the texts or sentences as below:

a. Explicitly

Explicit strategies often actively or directly integrate character education values. Integrating character values into this strategy is usually accomplished by expressing the character education values present in the learning material and integrating the character education values as an integral part of the learning material.

Examples of sentences that shows explicitly character education values are stated below:

1) Religious

C1/P7

Thank God. I've got an A for my Math Test. But, I don't know the result of my English test, yet.

C1/P8

Thank God. Finally, my father gave me permission to go hiking.

C1/P12

Thank God, the tent is done.

These texts were examples of thanksgiving to God. Thanksgiving to God means our gratitude to God for the fulfillment of a wish. The words or actions in the dialogue above are expressed clearly, frankly, and firmly. So, the listener can clearly understand the intent and purpose of the statement stated by the speaker. Therefore, the author explicitly displays the value of religiosity.

2) Hard Work

C5/P81

“Be quiet, please. I’m trying to concentrate. I’m studying History for the test tomorrow.”

C5/P82

“Today she is in Posyandu till late afternoon. She’s doing vaccination for the babies and small kids in my neighborhood.”

C5/P89

Edo: " I don't remember what time I finished my homework. Maybe at five. I remember that when my dad got home around 4 p.m., I was still working on my homework."

C6/P112

"She has participated very actively in the group's activities".

The dialogue above is an example of the expression of someone who tries hard to achieve a desire and is an example of the value of hard work. It is conveyed explicitly, that is, clearly and clearly, without the need to go deep into it.

3) Creativity

C1/P14

Siti has just made a very beautiful handicraft from pandan leaves. Beni praises her handicraft and hopes that she wins the national crafts competition.

C6/P112

"She has participated very actively in the group's activities. They have made handicrafts and sold them".

The dialogue above shows the activity of making a craft that is included in the example of the value of creativity. The meaning in the

dialogue above is conveyed directly in the form of a complete action with the help of linguistic statements, which in each action focus on speech. Explicitly is not only conveyed by words but also by actions.

4) Curiosity

C8/P150

Bill: "That cloth looks beautiful! Is it made in Indonesia?"

The dialogue above contains a meaning that is conveyed directly through the actions of someone who has high curiosity. The dialogue is explicit because it is asked directly and clearly.

5) Patriotism

C8/P149

Harry: "Wow, that looks nice! What is it called? Is that made in Indonesia?"

Bill: "Yes, it is this called an 'angklung'. 'Angklung' is a musical instrument from the Sundanese culture of West Java. It is made from bamboo. It is used to play not only traditional but also modern music."

C8/P150

Bill: "That cloth looks beautiful! Is it made in Indonesia?"

Harry: "Yes, it is a traditional cloth from the Batak culture, North Sumatra. It is called 'ulos' "

C8/P150

Bill: "I got this awesome souvenir when I was working in Papua last year. I love it!"

Harry: "What is that? Is that bag or basket?"

Bill: "It is a bag. It is called a 'noken'. It is made in Papua."

C8/P151

Bill: "The umbrella looks very artistic! I like the decoration of colorful flowers on it. Is that Indonesian art?"

Harry: " Yes. It is called 'payung geulis' or a beautiful umbrella. It is made in Tasikmalaya of West Java province."

The words or actions in the dialogue above are expressed clearly, frankly, and firmly. So, the listener can clearly understand the intent and purpose of the statement stated by the speaker. Therefore, the author explicitly displays the value of patriotism.

6) Nationalism

C1/P8

Dayu is going to participate in a bike race to celebrate Independence Day. Siti shows her hope that Dayu will get a prize.

C1/P15

Siti has just finished practicing singing. She will sing in the celebration of Kartini Day.

The words or actions in the dialogue above are expressed clearly, frankly, and firmly. So, the listener can clearly understand the intent and purpose of the statement stated by the speaker. The meaning in the dialogue above is conveyed directly in the form of a complete action with the help of linguistic statements, which in each action focus on speech. Therefore, the author explicitly displays the value of nationalism.

7) Respect for Other

C1/P2

*The winner of the storytelling competition in this class is Lina.
Congratulation Lina!*

C1/P2

Congratulation, Lina!

C1/P3

Congratulations on being the champion of the class, Lina! I hope you will be a better winner of the school competition too.

C1/P3

Lina, I'm happy for you. Congratulation! I hope you win the first prize in the school competition.

C1/P4

Congratulation, Lina! It's your dream to be the winner of the school's storytelling competition, isn't it?

C1/P8

Congratulations on the result of your Math test hope you get an A for English too.

C1/P11

Happy birthday, Udin! You are a big boy now. I'm proud of you.

C1/P12

Good work, boys! You are super. I'm very proud of you.

C1/P12

Good girl! It looks tidy now, doesn't it? I love it.

C1/P12

Congratulations, Siti. You deserve it. Your mom and dad must be proud of you.

In the dialogue above, it is clearly expressed that someone congratulates on the achievement of an achievement. The dialogue above is included explicitly because it is expressed clearly, frankly, and firmly so that the listener can clearly understand the intent and purpose of the statement stated by the speaker.

8) Friendly

C5/P95

Lina: "Udin, what happened with your foot?"

Udin: "I tripped and fell while I was carrying the pillows up the stairs at home"

Lina: "I hope you'll get well soon, Udin."

The words or actions in the dialogue above are expressed clearly, frankly, and firmly. So, the listener can clearly understand the intent and purpose of the statement stated by the speaker. The meaning in the dialogue above is conveyed directly in the form of a complete action with the help of linguistic statements, which in each action focus on speech. Therefore, the author explicitly displays the value of friendly.

9) Love of Peace

C6/P124

Siti: "Hi, Lina. I heard that you visited the Cinta Kasih orphan home yesterday."

Lina: "Yes, I did. Finally, I'm very happy now that I have met them. They are happy kids. Want to know them better. I think I can learn a lot from them."

C6/P124

Udin: "Beni, let's take our friends to the orphan home at Ujung Genteng this holiday."

The words or actions in the dialogue above are expressed clearly, frankly, and firmly. So, the listener can clearly understand the intent and purpose of the statement stated by the speaker. Therefore, the author explicitly displays the value of love of peace.

10) Environmental Awareness

C2/P22

In order to be healthy we should keep our home and school clean. We should sweep and mop the floors to get rid of dirt. We have to clean our bathtub regularly so that mosquitoes don't lay their eggs there. We should wash the dishes right away after meals in order not to get harmful bacteria.

The meaning in the dialogue above is conveyed directly in the form of a complete action with the help of linguistic statements, which in each action focus on speech. Therefore, the author explicitly displays the value of environmental awareness.

11) Social Awareness

C2/P21

Many kinds of instant food are not good for your health. They contain dangerous chemicals, like MSG, preservatives, and artificial colors. We should not eat too much instant food so that we will not get serious diseases. To stay healthy, we should eat a lot more healthy homemade foods.

The meaning in the dialogue above is conveyed directly in the form of a complete action with the help of linguistic statements, which in each action focus on speech. Therefore, the author explicitly displays the value of social awareness.

C2/P29

Beni: "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."

Siti: "I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."

Edo: "I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."

The dialogue above uses words that are denotative or straightforward so that people can catch the meaning easily.

12) Responsibility

C5/P83

Lina: "I can't come to the phone now, Mom. I'm mixing the flour and eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon."

C5/P84

B: "Well, I tripped over the stool and fell and spilled my milk all over the floor."

The words or actions in the dialogue above are expressed clearly, frankly, and firmly. So, the listener can clearly understand the intent and purpose of the statement stated by the speaker. The meaning in the dialogue above is conveyed directly in the form of a complete action with the help of linguistic statements, which in each action focus on speech. Therefore, the author explicitly displays the value of responsibility.

b. Implicitly

Implicit strategies are defined as strategies that passively or indirectly integrate character education values. Integration often describes events by using situational learning materials related to real-life situations, by discussing and brainstorming to express characters' values, by highlighting characters' values

through stories or illustrations, and by singing to complete a drama, including characters or using a variety of activities to communicate character values.

Examples of sentences that show implicit character education values are stated below:

1) Honesty

C1/P14

Udin has just finished making a fried tofus for his friends. Dayu says that they look yummy and she's sure that everybody will like them.

The question sentence indirectly provokes students' honesty to express something that is on their minds. Students will think about how they feel and experience a condition. Therefore, the example above implicitly contains the value of character education, namely honesty.

2) Tolerance

C5/P89

Lina: "Did you all go to practice football?"

Beni: "Only Udin and I went to practice football. Edo could not come because he had much homework to do."

Udin: "Yes, when we got there to pick him up, he was doing his math homework."

C5/P91

Siti: "Lina, I called you when you were walking out of the bank yesterday, but you did not hear me."

Lina: “Really? I’m sorry I did not hear you. I was listening to music with earphones.”

The question sentence indirectly provokes students' tolerant attitude to respect and appreciate the differences that exist around them. Students will think about what they will do to respect each other's differences. Therefore, the example above implicitly contains the value of character education, namely tolerance.

3) Discipline

C2/P19

Dayu: “This is a good lesson for me. I never care about what I eat.”

The question sentence indirectly provokes students' disciplinary attitude toward complying with existing regulations. Students will consciously comply with existing orders or prohibitions on something because they understand the importance of these orders and prohibitions. The importance of these orders and prohibitions. Therefore, the example above implicitly contains the value of character education, namely discipline.

4) Hard Work

C1/P4

“Yes, it’s my dream. And I have practiced every day for the last two months with my dad.”

The question sentence indirectly provokes students' hard work attitude to take action to achieve a certain goal. Students will have a burning spirit and have the willingness and ability to achieve the desired goal. Therefore, the example above implicitly contains the value of character education, namely hard work.

5) Independence

C2/P25

Here is what you hand-write on your paper.

The statement indirectly provokes student independence. Students will try to solve the problems provided in the text. Therefore, the example above implicitly contains the value of character education, namely independence.

6) Democracy

C1/P10

We will work in groups to reflect on our learning. We will discuss completing the statements in the box.

The statement sentence indirectly provokes students to work in groups. Students will try to complete the exercise. Therefore, the example above implicitly contains the value of character education, namely democracy.

7) Curiosity

C5/P91

Here is the situation that we have to complete.

The sentence of the question indirectly provoked the curiosity of students. Students will think about what situation to complete in the exercise below. Therefore, the example above implicitly contains the value of character education, namely curiosity.

8) Reading Habit

C4/P77

Here are the actions to steam food, but they are not in good order yet.

Put them into the table in the right order.

The sentence of the question indirectly provoked the reading habit of students. Students will read about the text and then complete the exercise below. Therefore, the example above implicitly contains the value of character education, namely reading habits.

9) Social Awareness

C2/P19

“Good. We’ll help you to get ready now.”

The question sentence indirectly provokes students' hard work attitude to help each other. Students will have the ability to read, realize, and understand what is experienced by people around them and their

environment so that a sense of wanting to help each other arises. Therefore, the example above implicitly contains the value of character education, namely social awareness. From analysis, the way of implemented characters in the table below:

**Table 4.2 How the Character Education Values
are Implemented**

No	Character Education Values	Explicit	Implicit
1	Religiosity	√	
2	Honesty		√
3	Tolerance		√
4	Discipline		√
5	Hard Work	√	√
6	Creativity	√	
7	Independence		√
8	Democracy		√
9	Curiosity	√	√
10	Nationalism	√	
11	Patriotism	√	
12	Respect for Others	√	
13	Friendly	√	
14	Love of Peace	√	
15	Reading Habit		√
16	Environmental Awareness	√	
17	Social Awareness	√	√
18	Responsibility	√	

Table 4.2 shows that character education values in the text or sentences of the English textbook entitled “Think Globally, Act Locally” for ninth-grade students of Junior High School are mostly delivered explicitly.

The results of the analysis of the textbooks show that the textbooks integrate the values of character education by adopting explicit and implicit strategies. The incorporation of character education values into textbooks varies from one to another. Some materials or activities use explicit techniques, while others implicitly integrate values. However, the results of this study also indicated that most of the material in the textbooks was mostly used as explicit rather than implicit strategies.

B. Discussion

The Indonesian government (Kemendiknas, 2011) published *Buku Panduan Pelaksanaan Pendidikan Karakter*, in which it is stated that there are 18 values as the result of an empirical study by the Center for Curriculum. The data analysis shows that there are 18 character education values found in the data, as follows: (1) religiosity 3 times and represents 6,6%, (2) honesty occurs 1 time and represents 2,3%, (3) tolerance occurs 2 times and represents 4,6%, (4) discipline occurs 1 time and represents 2,3%, (5) hard work occurs 5 times and represents 11,4%, (6) creativity occurs 2 times and represents 4,6%, (7) independence occurs 1 time and represents 2,3%, (8) democracy occurs 1 time and represents 2,3%, (9) curiosity occurs 2 time and represents 4,6%, (10) nationalism occurs 2 times and represents

4,6%, (11) patriotism occurs 4 times and represents 9,1%, (12) respect for others occurs 10 times and represents 22,6%, (13) friendly occurs 1 time and represents 2,3%, (14) love of peace occurs 2 time and represent 4,6%, (15) reading habit occurs 1 time and represents 2,3%, (16) environmental awareness occurs 1 time and represent 2,3%, (17) social awareness occurs 3 times and represents 6,6%, and (18) responsibility occurs 2 times and represent 4,6%.

Table 4.3 Character Education Values Percentage

No	18 Characters	Frequency	Percentage
1	Religiosity	3	6,6%
2	Honesty	1	2,3%
3	Tolerance	2	4,6%
4	Discipline	1	2,3%
5	Hard Work	5	11,4%
6	Creativity	2	4,6%
7	Independence	1	2,3%
8	Democracy	1	2,3%
9	Curiosity	2	4,6%
10	Nationalism	2	4,6%
11	Patriotism	4	9,1%
12	Respect for Others	10	22,6%
13	Friendly	1	2,3%
14	Love of Peace	2	4,6%
15	Reading Habit	1	2,3%
16	Environmental Awareness	1	2,3%
17	Social Awareness	3	6,6%

18	Responsibility	2	4,6%
Total		44	100%

The findings from the data show the analysis of the English textbook in this study has almost integrated all the 18 character education values proposed by The Ministry of National Education and Culture. The textbook entitled “Think Globally, Act Locally” is an English textbook for ninth-grade students of junior high school. There were 18 character education values integrated into chapters 1-11 of the textbook. They were religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, respect for others, friendly, love of peace, reading habits, environmental awareness, social awareness, and responsibility. However, the distribution of these values has different frequencies among each other. According to the findings in this study, there are three values are frequently appear such as value of respect for others, hard work, and patriotism.

The dominance of these values is likely to emerge because, in the 4.0 era, textbook authors want to teach middle school students 21st-century skills, among which the skills of curiosity, communication, and interest in reading are very important. In short, the author of the book should provide all the character values. What helps students learn is not only knowledge but also their educational character. In addition, it can support Indonesia's implementation of ethics courses for students.

This study aims to analyze the character education values contained in English textbooks. Character education values are important to apply to students in school to shape character because students with character must be knowledgeable. Students who have character will consider something that will be done. Besides that, character education values are useful for students' lives outside of school.

In a previous study entitled "National Character Building Found in Textbook Entitled "Think Globally, Act Locally" written by Riski Rahma who used the same book object published long ago, there were only 11 character education values in 14 chapters, namely (1) religious, (2) discipline, (3) hard work, (4) creativity, (5) independence, (6) spirit of nationality, (7) achievement appreciation, (8) love reading, (9) care of environment, (10) social care, and (11) responsibility. In this study, the author uses the same book in the revised edition as the object. The result of this research is 18 character education values in 12 chapters, namely (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) nationalism, (11) patriotism, (12) respect for others, (13) friendliness, (14) love of peace, (15) reading habit, (16) environmental awareness, (17) social awareness, and (18) responsibility. So in the revised edition of the book, there is complete character education by the Ministry of National Education. This can shape student character through learning books so that students can not only learn from books but can also shape student character.

An English textbook entitled "Think Globally, Act Locally" is worthy of being used as a guide in the learning process because it is by the applicable

curriculum and includes character education values. Besides that, in the book, there are 18 character education values by the Ministry of Education, but the character education values that appear in the book are still not balanced in number, so they need to be improved again to bring up balanced character education values in the learning textbook.

Then there will be a large number of values that need to be mentioned, whether implicit or explicit. Explicit integration techniques aim to help learners understand the character education contained in English textbooks, while implicit integration techniques aim to train learners to use logical reasoning and imagination to comprehend the information, discovery, and comprehension of character education contained in texts English teaching materials. This result suggests that the authors made it easier for students to understand character values in text or sentences in English textbooks. However, this book is still worth it to be used as a medium to instill character education values in the teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research conclusions and makes recommendations based on the research results.

A. Conclusion

After an accurate analysis of all the data based on the findings of the study, the researchers came to some conclusions. The result showed that most of the character education values required by the Ministry of National Education and Culture are found in the English textbook entitled “Think Globally, Act Locally” an English textbook for the Ninth-grade students of junior high school. The Indonesian government (Kemendiknas, 2011) published Buku Panduan Pelaksanaan Pendidikan Karakter, in which it is stated that there are 18 values as the result of an empirical study by the Center for Curriculum. The data analysis shows that there are 18 character education values found in the data: namely religiosity (6,6%), honesty (2,3%), tolerance (4,6%), discipline (2,3%), hard work (11,4%), creativity (4,6%), independence (2,3%), democracy (2,3%), curiosity (4,6%), nationalism (4,6%), patriotism (9,1%), respect for others (22,6%), friendliness (2,3%), love of peace (4,6%), reading habit (2,3%), environmental awareness (2,3%), social awareness (6,6%), and responsibility (4,6%). There are three values are frequently appear such as value of respect for others, hard work, and patriotism.

The characters that are implemented in the texts or sentences consist of two techniques, namely explicit and implicit. There are 35 sentences integrated with explicit techniques on 12 character education values, while 10 sentences are integrated with implicit techniques on 9 character education values. The explicitly implemented techniques are more dominant in this book. However, this book is still worth it to be used as a medium to instill character education values in the teaching and learning process.

B. Suggestion

Based on the findings presented in the previous chapter, the researcher would like to propose some suggestions:

First, textbook publishers must continue to consider textbook writing guidelines, especially when writing textbooks that serve as guides for the learning process. When writing teaching materials, consideration needs to be given to writing guidelines, especially about the incorporation of character education values in textbook material, which values should be included in learning materials and activities, and how to balance the values of character education across assigned chapters. Thus, textbook users can explore the knowledge contained in textbooks about character education values and then apply it to their lives when studying a particular subject. Textbook authors must also consider the design of textbooks, including the feasibility of content and presentation, following the indicators of good textbooks and national standards. Thus, textbooks can serve as guides for learning activities tailored to the needs of teachers and the level of students.

Second, for the English teacher and students who use the textbook. English teachers must selectively choose textbooks that meet national standards as learning media. Teachers should also understand how teaching character values can be integrated into the language discipline to link learning to teaching character values. Students should be able to apply the character education values learned in school to their daily lives.

Third, future researchers will need to continue their research so that the character education courses below can adequately address other aspects of learning. Other researchers interested in analyzing textbooks can use other English-language textbooks from different publishers to observe how character values are integrated into school subjects and measure the quality of the textbooks used by teachers and students. A study shows implicit strategies are more commonly used for character education integration; future research should measure effectiveness.

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APPENDIX

The data sheet of techniques for integrating character education values in an English textbook entitled “Think Globally, Act Locally” for ninth-grade students of junior high school.

Note:

Code:

E: Explicit

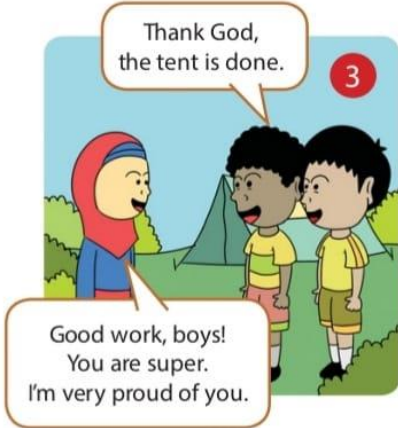
C1/P3: Chapter 1/ Page 3


I: Implicit

Validator: Gunarti, S.Pd




English Teacher of MTs N 5 Ngawi

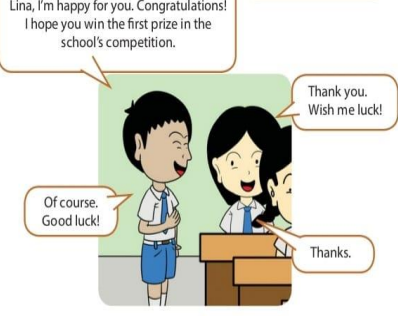

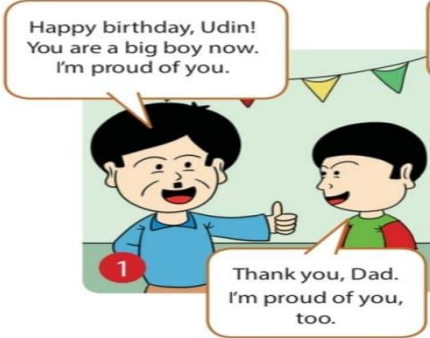
1. Dialogue

Code	Data	Character Education Values	Techniques	
			E	I
C1/P7	<i>Thank God. I've got an A for my Math Test. But, I don't know the result of my English test, yet.</i>	Religious	√	
C1/P8	<i>Thank God. Finally, my father gives me permission to go hiking.</i>		√	
C1/P12			√	
C1/P14	<i>Udin has just finished making a fried tofus for his friends. Dayu says that they look yummy and she's sure that everybody will like them.</i>	Honesty		√
C5/P89	<i>Beni: "Only Udin and I went to practice football. Edo could not come because he had much homework to do."</i>	Tolerance		√
C5/P91	<i>Lina: "Really? I'm sorry I did not hear you. I was listening to music with earphones."</i>			√
C2/P19	<i>Dayu: "This is a good lesson for me. I never care about what I eat."</i>	Discipline		√


Code	Data	Character Education Values	Techniques	
			E	I
C1/P4		Hard Work	√	
C5/P81	<i>“Be quiet, please. I’m trying to concentrate. I’m studying History for the test tomorrow.”</i>		√	
C5/P82	<i>“Today she is in Posyandu till late afternoon. She’s doing vaccination for the babies and small kids in my neighborhood.”</i>		√	
C5/P89	<i>Edo:” I don’t remember what time I finished my homework. Maybe at five. I remember that when my dad got home around 4 p.m., I was still working on my homework.”</i>		√	
C6/P112	<i>“She has participated very actively in the group’s activities”.</i>		√	
C1/P14	<i>Siti has just made a very beautiful handicraft from pandan leaves. Beni praises her handicraft and hopes that she wins the national crafts competition.</i>		Creativity	√
C6/P112	<i>“She has participated very actively in the group’s activities. They have made handicrafts and sold them.</i>	√		



Code	Data	Character Education Values	Techniques	
			E	I
C8/P150	<i>Bill: "That cloth looks beautiful! Is it made in Indonesia?"</i>	Curiosity	√	
C1/P8	<i>Dayu is going to participate in a bike race to celebrate Independence Day. Siti shows her hope that Dayu will get a prize.</i>	Nationalism	√	
C1/P15	<i>Siti has just finished practicing singing. She will sing in the celebration of Kartini Day.</i>		√	
C8/P149	<i>Bill: "Yes, it is this called an 'angklung'. 'Angklung' is a musical instrument from the Sundanese culture of West Java. It is made from bamboo. It is used to play not only traditional but also modern music."</i>	Patriotism	√	
C8/P180	<i>Harry: "Yes, it is a traditional cloth from the Batak culture, North Sumatra. It is called 'ulos' "</i>		√	
C8/P150	<i>Bill: "I got this awesome souvenir when I was working in Papua last year. I love it!" Harry: "What is that? Is that bag or basket?" Bill: "It is a bag. It is called a 'noken'. It is made in Papua."</i>		√	

Code	Data	Character Education Values	Techniques	
			E	I
C8/P151	Harry: “ Yes. It is called ‘payung geulis’ or a beautiful umbrella. It is made in Tasikmalaya of West Java province.”	Patriotism	√	
C1/P2	 <p>The winner of the story-telling competition in this class is Lina. Congratulations, Lina!</p> <p>Congratulations, Lina!</p> <p>Lina, because you are the winner of the story-telling competition in this class, you will represent this class for the story-telling competition of our school next month.</p> <p>Thank you, Ma'am. Thank you, everybody.</p> <p>Prepare your best for the competition, will you? I hope you win the first prize, too. Good luck!</p> <p>I hope so too, Ma'am. Yes, I'll do my best.</p>	Respect for Others	√	
C1/P2	 <p>The winner of the story-telling competition in this class is Lina. Congratulations, Lina!</p> <p>Congratulations, Lina!</p> <p>Lina, because you are the winner of the story-telling competition in this class, you will represent this class for the story-telling competition of our school next month.</p> <p>Thank you, Ma'am. Thank you, everybody.</p> <p>Prepare your best for the competition, will you? I hope you win the first prize, too. Good luck!</p> <p>I hope so too, Ma'am. Yes, I'll do my best.</p>		√	
C1/P3	 <p>Lina, you are a very good story teller. I'm sure you will win the school's story-telling competition. Good luck!</p> <p>Thank you, Edo.</p> <p>Congratulations on being the champion of the class, Lina! I hope you will be the winner of the school's competition, too.</p> <p>Thanks. I hope so, too.</p>		√	

Code	Data	Character Education Values	Techniques	
			E	I
C1/P3		Respect for Others	√	
C1/P4			√	
C1/P8	<i>Congratulations on the result of your Math test! I hope you get an A for the English test, too.</i>		√	
C1/P11			√	

Code	Data	Character Education Values	Techniques	
			E	I
C1/P12	<p>Thank God, the tent is done.</p> <p>Good work, boys! You are super. I'm very proud of you.</p>	Respect for Others	√	
C1/P12	<p>Mom, I have cleaned up my room.</p> <p>Good girl! It looks tidy now, doesn't it? I love it.</p>		√	
C1/P12	<p>Udin, I got a scholarship.</p> <p>Yes, thanks. It will help my parents a lot.</p> <p>Congratulations, Siti. You deserve it. Your mom and dad must be proud of you.</p>		√	



Code	Data	Character Education Values	Techniques	
			E	I
C5/P95		Friendly	√	
C6/P124	<p>Siti: “Hi, Lina. I heard that you visited the Cinta Kasih orphan home yesterday.”</p> <p>Lina: “Yes, I did. Finally, I’m very happy now that I have met them. They are happy kids. Want to know them better. I think I can learn a lot from them.”</p>	Love of Peace	√	
C6/P124	<p>Udin: “Beni, let’s take our friends to the orphan home at Ujung Genteng this holiday”</p> <p>Beni: “That sounds a good idea. I never there before. Have you?”</p>		√	
C2/P19	<p>Lina: “Dayu, you look very pale. I think you need to see the doctor soon in order to get help. Don’t take diarrhea lightly”</p> <p>Dayu: “no, of course not. Actually, my mom is on her way from the office to take me to the hospital”</p> <p>Siti: “Good. We’ll help you to get ready now.”</p>	Social Awareness		√

Code	Data	Character Education Values	Techniques	
			E	I
C2/P29	<p><i>Beni: "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."</i></p> <p><i>Siti: "I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."</i></p> <p><i>Edo: "I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."</i></p>	Social Awareness	√	
C5/P83		Responsibility	√	
C5/P84			√	

2. Instruction

Code	Data	Character Education Values	Techniques	
			E	I
C2/P25	<i>Here is what you hand-write on your paper.</i>	Independence		√
C1/P10	<i>We will work in groups to reflect on our learning. We will discuss completing the statements in the box.</i>	Democracy		√
C5/P91	<i>Here is the situation that we have to complete.</i>	Curiosity		√
C4/P77	<i>Here are the actions to steam food, but they are not in good order yet. Put them into the table in the right order.</i>	Reading Habit		√

3. Reading Text

Code	Data	Character Education Values	Techniques	
			E	I
C2/P21	 <p>Many kinds of instant foods are not good for your health. They contain dangerous chemicals, like MSG, preservatives, and artificial colours. We should not eat too much instant foods so that we will not get serious diseases. In order to stay healthy, we should eat a lot more healthy home-made foods.</p>	Social Awareness		√
C2/P22	 <p>In order to be healthy we should keep our home and school clean. We should sweep and mop the floors to get rid of dirt. We have to clean our bath tub regularly so that mosquitoes don't lay their eggs there. We should wash the dishes right away after meals in order not to get harmful bacteria.</p>	Environmental Awareness		√

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Gunarti, S.Pd
Instansi : MTsN 5 Ngawi
Jabatan : Guru mata pelajaran Bahasa Inggris

Telah membaca data penelitian berupa lampiran yang akan digunakan dalam penelitian yang berjudul “An Analysis of Character Education Values in the English Textbook Entitled "Think Globally, Act Locally" (Revised Edition) for Grade IX Junior High School Published by Kemendikbud “ oleh peneliti:

Nama : Ria Ramadhani
NIM : 183221012
Prodi : Pendidikan Bahasa Inggris

Setelah memperhatikan data yang dibuat, maka masukan untuk lampiran tersebut adalah:

1. Data validasi yang dicantumkan di lampiran sudah baik dan tepat.
2. Penyajian data validasi sudah lengkap.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data penelitian.

Ngawi, 1 November 2023

Validator



Gunarti, S.Pd

NIP. 197710222005012003

Hal : Surat Permohonan Validasi Skripsi
Lampiran : 1 bandel

Kepada Yth.

Ibu Gunarti S.Pd

Guru Pendidikan Bahasa Inggris

MTsN 5 Ngawi

Sehubungan dengan rencana pelaksanaan tugas akhir skripsi, dengan ini saya:

Nama : Ria Ramadhani

NIM : 183221012

Prodi : Pendidikan Bahasa Inggris

Judul Skripsi : “An Analysis of Character Education Values in the English Textbook Entitled "Think Globally, Act Locally" (Revised Edition) for Grade IX Junior High School Published by Kemendikbud “

Dengan hormat mohon Ibu berkenan memberikan validasi terhadap data penelitian yang telah saya susun. Sebagai bahan pertimbangan, Bersama ini saya lampirkan data lampiran penelitian.

Demikian permohonan saya, atas bantuan dan perhatian Ibu saya ucapkan terima kasih.

Sragen, 1 November 2023

Mahasiswa



Ria Ramadhani

NIM. 183221012