

## **CHAPTER 1**

### **INTRODUCTION**

In This chapter, the writer presents background, research problem, aims of study and significant of study.

#### **1.1. BACKGROUND OF THE STUDY**

Character education is a component of education that has an important role in developing the quality of education in Indonesia. One of important role of character education is students who have good personalities and noble character. Bodenhorn and Skaggs , (2006) in Agboola, Alex. (2012) state that "The main principle of good character is respect, truth, fairness, and responsibility. The application of character education in schools is expected to guide students to have good characters such as respect, fairness, truth, and others. Lickona T. (1992). defines character education as a concept to develop a moral consciousness that emerges from psychological, social learning and cognitive development framework to develop a student character. Based on the statement of (Lickona, 2020).the character development of students through character education can help students develop moral awareness, social awareness, and cognitive development of students. With the formation of that character education values students are expected to have good character, because education without being accompanied by character education means nothing.

Character education becomes one of concern in the 2013 curriculum. Character education is a component of education that applied in schools in Indonesia, in his opinion Ryan in Goss states “While the development of a child’s

character is clearly not the sole responsibility of the school, historically and legally schools have been major players in this arena". In the opinion above, the researcher realizes that a school has an important role in the development of student's character education.

Indonesia has implemented the 2013 curriculum, integrating character education values into teaching learning process become one of objectives of this curriculum. The quality of education is very dependent on the maximum or not the application of character education in a school. At present character education has been applied in several educational elements in Indonesia. In the 2013 curriculum, there were several updates including the main points is character education. In the 2013 curriculum, there are 10 character education values that can form students' personalities. It means that character education become one of objectives and concern in 2013 curriculum, Character education developed by Ministry of Education and Culture there are 8 characters education.

Ministry of Education and Culture also states that in order to take the implementation of character education in Indonesia's educational system, it comprises 8 values of character education. The values are derived from: Pancasila religion (national ideology), culture, and national education goals, namely: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communicative, love and peace, the foundation of reading, environmental awareness, social care, and responsibility. Those are the 8 character education values that become one of concern in 2013 curriculum. Based on the explanation

of character education above, we can find out the importance of the application of character education in schools to build student's character in accordance with the objectives in the 2013 curriculum. The application of character education in 2013 was driven by many cases occurring by students who were not in accordance with the norms applies in Indonesia.

To prevent the same cases, it is important to emphasize character education in an educational institution as soon as possible, since the object of character education is to create people with a right and good attitude. Character training helps form students' character to have good character and to be a positive person in the world of class, society, and work. It always forms good habits by doing activities with good intentions and it can teach the habit of thinking and behave in charge of individual life, as well as work with family, society, and state. It means that education is an important thing to improve learners capacity. Teachers play a major role in character development implementation by instilling moral values to meet the needs of daily living in classroom, the teachers create and impact the perspectives of the community. Teachers as the main education personnel can develop ideas and design Learning Program Plans (RPP) which is applied in teaching and learning activities. Therefore, the educational content that they learn must continue to develop not only in the form of great achievements of the nation in the past but also in the form of great achievements in present and it will continue to the future. There are various new developments in science, technology, culture, economy, social, politics faced by society, nation and humanity which is packaged as educational content.

The government in supporting the implementation of the curriculum provides student and teacher textbooks guidelines by providing books for each student and teacher for the learning process. The attendance of the textbook as a middle of teaching-learning is one thing that is important in the teaching learning process. The textbook is designed based on the scripted curriculum in principle. In the learning process, a textbook plays an important role especially in the school which needs an official textbook as the main reference. Textbooks are a central part of any educational system. They help to define the curriculum and can either significantly help or hinder the teacher. It is also an important aspect of the learning process for educators to engage students with content that will affect them and it also forms part of the teaching materials used as a learning resource for students to increase their knowledge and as a teacher's guide in the classroom. The textbook is a written subject matter that contributes greatly to the learning process. Government Regulation No. 32 of 2013 on national education standards, Article 1 No. 23, states that textbooks are the main source of learning in the curriculum to achieve core and basic skills. As a learning resource, a textbook should include the values and awareness of the characters that correspond to the students. Sadly, books are still lacking and do not meet the government's intended aim of education and official targets. The department of education (2010) states that many textbooks follow the positive standards suggested by the National Education Standards Agency (BSNP). In the reality, instructional materials or textbooks still found that the teaching materials still do not adequately integrate positive values in them.

Some example of the study done from researchers: first, study by Mardikarini and Suwardjo (2016) showed that, even though it should contain the eighteen characters stated in the 2013 curriculum, the first-grade student's English textbook did not fully contain characters as expected by the government. This study revealed that there are no characters in the textbook for students, but not sincerity and accountability. Second, based on a study done from Permana (2018) showed that character values related to god (0, 75%) as the least percentage occurrence, related to nation (1,42%), related to environment (8,30%) then it was followed by character values related to others (32, 83%) and related to self-gained a very large majority percentage (56,69%). On the other hand, the teachers said they did not know yet about suggested principles of characters, but they did not find and incorporate them into the classroom's character education because they were more concerned with teaching a language as EFL teachers. Therefore, each textbook that will be used must undergo a considerable analysis to determine if the textbook is suitable for educational purposes in fulfilling the needs and values of teaching, teacher syllabus, and other significant aspects. Therefore, the textbook used must be analyzed first to determine if the textbook is suitable for educational purposes in fulfilling the needs and values of teaching, teacher syllabus, and other significant aspects. Among the current textbooks, English Textbook for Seventh Grade Students Entitled *When English Rings the Bell* (Revised 2016) Used by Secondary Schools in Bengkulu are the most interesting things to analyze because based on observation this book is a compulsory learning resource book provide students by government based on 2013 curriculum intended for national education

scale purpose, thus, before using in learning process, it is important to do analyze a book analysis to analyze the suitability of contents with curriculum, truth of content, systematic presentation, use of functional language and graphics. Learning success is determined by the quality of the learning textbook one of which is subject of English learning. English Language plays a central role in intellectual, social, emotional development and supports the success of education students (Ministry of Education).

From the reason mentioned above, the researcher would like to conduct a research entitled **An Analysis of Character Education Values In English Textbook Entitled Bright An English School Published By Erlangga.**

## **1.2. Research Problems**

To conduct a research, there should be at least one research problem to be solved. So, based on the background mentioned above, the writer has two research problems, such as:

1. What are the characters of education values founding English textbook entitled bright an English school published by Erlangga?
2. How to analyze the character education values in the when English rings a bell.

## **1.3. Aim of the study**

Based on the problem mentioned above, this research has the following purposes:

1. To found out character of education values In English textbook entitled bright an English school published by Erlangga.
2. To analyze To Analyze Character education Values in English Textbook Entitled When English Rings a Bell published by Erlangga.

## **1.4. The Significance of study**

The significance of this is presented about:

### **1.4.1. Implication**

This research is doing to support of *Lickona and Purnama(1991)* in *Zuchdi (2009)* states that education values is character education that need to be developed in character education they are devout worship, honest, responsible, have a work ethic, independent, synergistic, critical, creative and innovative, visionary, compassion and caring, sincere, fair, simple nationalism, internationalism. In other words, classes should be designed to actualize or manifest the soft skills. Using content analysis in English textbooks, in this case how many character values are in the book published by Erlangga .Theoretically The results of this research expected have a uses to support theories dealing with character education.

#### **1.4.2. Application**

The result of this study is expected give benefits for:

1. For readers, to find out the author's ability to analyze what is contained in English textbooks. As well as knowing what values are very prominent in English textbooks and how much value is needed in the book published by Erlangga.
2. To enrich the writer's ability to write and know more details about Analyzing of Character Education Values In English Textbook Entitled Bright An English School Published By Erlangga.
3. For other researcher, who are interested in doing the same research this study can be used a reference.