



Exploring Character Education Values on Picture Dialogue in English Textbooks for Eight Grade of Junior High School

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Article Info	Abstract
Article History Received: 2022-07-24 Revised: 2022-08-18 Published: 2022-09-01	The purpose of this study was to determine the values of character education contained in the textbook When English Rings A Bell Curriculum and Book Center for SMP/MTs Class VIII, Ministry of Education and Culture of the Republic of Indonesia revised edition 2017. This research is qualitative using content analysis. The data used in this study are in the form of texts in textbooks. The main instrument of the study was researcher and the data sheet was also used as the second instrument. Several steps were taken during data collection: (1) reading carefully; (2) understanding certain parts related to the focus of intensive research; (3) marking certain parts related to the research focus; and (4) making data descriptions accompanied by process of coding and inserting data into tables. In analyzing the data, this study uses critical discourse analysis technique. The subjects are 6 chapters in the textbook When English Rings A Bell Curriculum and Book Center for SMP/MTs Class VIII, Ministry of Education and Culture of the Republic of Indonesia revised edition 2017. The objects are 18 characters values described by the Ministry of National Education. The findings of character education values in the textbook When English Rings A Bell Curriculum and Book Center for SMP/MTs Class VIII, Ministry of Education and Culture of the Republic of Indonesia revised edition 2017 as many as 10 characters values, namely (1) discipline; (2) interest reading; (3) curiosity; (4) responsibility; (5) creative; (6) communicative/friendliness; (7) appreciative; (8) social care; (9) environmental awareness; and (10) tolerance.
Keywords: <i>Character Education;</i> <i>Character Value;</i> <i>Textbook.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-07-24 Direvisi: 2022-08-18 Dipublikasi: 2022-09-01	Tujuan dari penelitian ini adalah untuk mengetahui nilai-nilai pendidikan karakter yang terdapat dalam buku ajar When English Rings A Bell Curriculum and Book Center SMP/MTs Kelas VIII Kementerian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2017. Hal ini Penelitian ini bersifat kualitatif dengan menggunakan analisis isi. Data yang digunakan dalam penelitian ini berupa teks-teks dalam buku teks. Instrumen utama penelitian ini adalah peneliti dan lembar data juga digunakan sebagai instrumen kedua. Beberapa langkah yang dilakukan selama pengumpulan data: (1) membaca dengan seksama; (2) memahami bagian-bagian tertentu yang berkaitan dengan fokus penelitian intensif; (3) menandai bagian-bagian tertentu yang berkaitan dengan fokus penelitian; dan (4) pembuatan deskripsi data disertai dengan proses pengkodean dan penyisipan data ke dalam tabel. Dalam menganalisis data, penelitian ini menggunakan teknik analisis wacana kritis. Mata pelajarannya adalah 6 bab dalam buku teks When English Rings A Bell Curriculum and Book Center SMP/MTs Kelas VIII, Kementerian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2017. Objeknya adalah 18 nilai karakter yang dijelaskan oleh Kementerian dari Pendidikan Nasional. Temuan nilai pendidikan karakter dalam buku teks When English Rings A Bell Curriculum and Book Center SMP/MTs Kelas VIII Kementerian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2017 sebanyak 10 nilai karakter yaitu (1) disiplin; (2) minat baca; (3) rasa ingin tahu; (4) tanggung jawab; (5) kreatif; (6) komunikatif/ramah; (7) apresiatif; (8) kepedulian sosial; (9) kesadaran lingkungan; dan (10) toleransi.
Kata kunci: <i>Pendidikan Karakter;</i> <i>Nilai Karakter;</i> <i>Buku Pelajaran.</i>	

I. INTRODUCTION

The ever-changing nature of human life creates an opening for a disruptive era of globalization, where previously unknown future challenges lie before Indonesia's next generation (Mandarani et al., 2021). In the era of globa-

lization, especially in Indonesia, in the last few months the mass media has presented news that is quite alarming. Increased drug abuse, cybercrime, rape, free sex, teenage pregnancy, bullying, corruption, brawls between students, cheating and so on are commonplace things that

are often heard and found in various aspects of people's lives (Renette et al., 2021). This habituation occurs because it is caused by the destruction of social morals in society and the weak application of the law. Ironically, many people accuse and blame our education system for not being successful in building the nation's character. This is all evidence that our nation is experiencing a character crisis that must be resolved immediately. They should have a strong character that will help them in making decisions and in overcoming every obstacle in life. Facing the challenges of the 21st century requires a deliberate effort to cultivate one's personal growth and ability to fulfill social and community responsibilities as a global citizen (Aghni et al., 2020)

Changes in curriculum policies are carried out as an effort to create human beings who are ready for their times. The government through the Ministry of National Education has launched the implementation of character education for all levels of education from elementary school to university. Law Number 20 of 2003 concerning the National Education System article 1 paragraph 1 states 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, intelligence, noble character, as well as the skills needed by himself, society, nation, and state. In line with that, the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that the function of education is to develop capabilities and build dignified national character and civilization educate the nation's life to develop the potential of students to become human beings of faith and fear of God The Almighty has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. Based on the functions and objectives of national education, it is clear that education at every level including Junior High School (SMP) must be organized systematically to achieve these goals (Qodriani & Kardiansyah, 2018). This is related to the formation of the character of students so that they can compete, be ethical, moral, polite, and interact with the community.

Character is the character, nature, character, or personality that distinguishes an individual from other individuals. A Character can also be said as the actual state of an individual that

distinguishes himself from other individuals. Character is a series of innate forms of heart, soul, character, nature, actions, and character. In this case, having character means having a number of personalities, innate traits, and characters, and carrying out behavioral patterns in the form of social actions that are carried out (Utami et al., 2021). Character is an individual quality that characterizes a person or a group (Renette et al., 2021). Good character can create a better society, this is important to be instilled in everyone. A person's character can be embedded in the family, community, and school environment (Putri & Besral, 2020). Character is something that is given but is also a combination of what the individual gets from the environment (Mutiarra, Zein. Sumarsih, hartoyo, 2013). Many things can affect people's behavior so it is different from a person's behavior, namely the environment in which they live and their education at school (Pattaro, 2016). A character can be interpreted as a way of thinking and behaving for each individual to live and socialize, both within the family, school, community, and state. Character is a set of psychological characteristics that motivate and enable an individual to function as someone who has moral competence (Berkowitz & Bier, 2004).

Character education is a human activity in which there is an action that builds and creates the next form. Character education has the basic function to develop the potential to live life in a good way (Pardosi, 2020). Character education is very important to building a moral society and is a conscious effort to cultivate virtue (Mohammad Chowdhury, 2016). It is a made and proactive effort made by schools, districts, and the state to instill ethical values in students such as caring, honesty, fairness, responsibility, and respect for oneself and others (R. Utami et al., 2019). In the scope of education, character education in schools serves to shape the character of students to become individuals who have noble character, are moral, tough, well-behaved, and tolerant. Character education aims to improve the quality of implementation and educational outcomes in schools which leads to the achievement of complete, integrated, and balanced character and noble character formation by graduate competency standards (Mandarani et al., 2021). Through character education, students are expected to be able to independently improve and use their knowledge, learn, and internalize and personalize character values and noble

character so that they are manifested in daily behavior.

Character education can be integrated into learning in each subject. Learning materials related to norms or values in each subject need to be developed and linked to everyday life. Thus, learning character values is not only at the cognitive level, but also touches on real experiences in the daily lives of students in society (Aghni et al., 2020). Education oriented to character building can be realized through optimization, one of which is learning English (Qodriani & Kardiansyah, 2018). English is a foreign language that has an important role in education and is taught from elementary school to college. This is because the ability to communicate in English both spoken and written is needed to understand and express information, thoughts, feelings, and develop science, technology, and culture (Asakereh et al., 2019). In accordance with the demands of the current curriculum, learning English in schools is expected not only to improve the competence of students in communicating using English fluently and accurately, but also to be useful for instilling and shaping the character of students. Therefore, teachers are expected to be able to insert character values in learning so that students not only succeed in obtaining competency targets, but also have personalities in accordance with the character values being taught. In the context of character education, there are unique values, such as knowing the value of goodness, wanting to carry out good deeds, and having a really good life that is imprinted in oneself and realized in behavior. The actualization of values in character building through the world of education requires careful planning so that the results are as expected (Renette et al., 2021). The process of instilling values in character building through education must be well packaged and structured that can be implemented through learning activities and one of the supporting learning activities is the existence of teaching materials (Renette et al., 2021). Teaching materials that are often used by teachers in teaching are using textbooks; the existence of textbooks will help teachers and students in achieving learning goals (Aminingsi & Bengkulu, 2021).

Teaching materials are all things that contain materials or subject matter. Teaching materials have a very important position in supporting the teaching and learning process. The selection cannot be arbitrary but must be according to the needs of students. In addition, teaching materials

must also be by competency standards (SK) and basic competencies (KD) that have been formulated in the applicable curriculum. One of the teaching materials that can be used to support the teaching and learning process is a textbook. Textbooks are learning tools commonly used in formal educational institutions to support a teaching program. This educational artifact is also called a structured and applicable curriculum that guides instructional activities and tasks carried out by students and teachers (Widodo, 2018). Textbooks contain knowledge, skills, and also attitudes or character values that must be learned by students. In doing so, teachers (e.g., direct instruction and role modeling) and textbooks (e.g., morally oriented learning tasks) act as agents that help cultivate moral values in students (Puspitasari et al., 2021).

School textbooks are seen as a way to strengthen or channel moral values (Widodo, 2018). Textbooks can serve as carriers of moral values because they can contain stories about their role models and moral behavior (e.g. being tolerant of others) to help build children's moral identity in addition to providing subject-specific knowledge (Widodo, 2018). This textbook is expected to be the basis for character-building values, which not only presents material, examples, and exercises but also applies character-building values in every presentation material. By applying characters through textbooks, it is hoped that they can be a means in the learning process in developing their competencies because textbooks introduce all sets of material through character-building values that can be used as a source of a better learning experience. Furthermore, textbooks are expected to provide an important alternative in the learning process that can enable students to explore and understand the values of character building while they engage themselves during their school years. Based on the various backgrounds that have been described above, the writer is interested in knowing the character values in English textbooks. The research that the author adopted, entitled *When English Rings A Bell Curriculum and Book Center for SMP/MTs Class VIII*, Ministry of Education and Culture of the Republic of Indonesia, revised edition 2017. The researcher conducted this research with the aim of (1) describing the values of character education contained in English textbooks; and (2) describing the integration of character education values with the material in English

textbooks for class VIII junior high school level. The reason for choosing textbooks for class VIII SMP is to find out the values of character education contained in English textbooks and to know how the values of character education are integrated into the texts in the English textbook When English Rings A Bell Curriculum and Book Center for SMP/MTs Class VIII, Ministry of Education and Culture of the Republic of Indonesia revised edition 2017. In addition, considering that in the age range of class VIII students are in the process of finding their identity so they need to know the characters in what they learn from textbooks and in school practice in everyday life both at school and in the surrounding environment.

II. METHOD

This study applied qualitative research by focusing on the content analysis approach. Content analysis is the process of summarizing and reporting written data and data (main content of data and message) (Cohen et al., 2009). Furthermore, Marrying and Flick (as cited by (Cohen et al., 2009)), p. 475), define content analysis as a set of rigorous and systematic procedures for the analysis, examination, and verification of the content of written data. It can be concluded that content analysis as a systematic and objective research method is used in examining texts, documents, and communications. Through content analysis, the content of all types of communication can be analyzed such as beliefs, attitudes, values, or values of a person or group and ideas can be expressed in newspapers, radio news, TV advertisements, books, documents, essays, novels, magazines, articles, cookbooks, songs, political speeches, and photographs (Fairclough, 2013). As previously explained, content analysis can be applied to written or visual materials. Therefore, one is textbook material. In this study, the textbook that will be analyzed is entitled When Rings A Bell published by the Ministry of Education and Culture for grade VIII students Curriculum and Book Center of SMP/MTs revised edition 2017.

III. RESULT AND DISCUSSION

The result of the data analysis are presented and discussed in this section to answer this research question about the value of education contained in the textbook When English Rings A Bell revised edition 2017.

1. The character education values are contained in the English textbook When English Rings A Bell for SMP/MTs class VIII revised edition 2017

Table 1. The Data Findings of Character Education Value are contained in the English Book When English Rings A Bell Revised Edition 2017

No.	Main Value	Character Value	Frequency	Remark
1	Character values in relation to God	Religion	-	-
		Discipline	1	1/C1/P6
		Hard work	-	-
		Independence	-	-
2	Character values in relation to one's self	Interest Reading	1	1/C1/P11
		Curiosity	3	2/C1/P7 3/C1/P12 4/C1/P16
		Responsibility	1	1/C4/P58
		Creativity	1	1/C4/P60
		Honesty	-	-
		Communicative/Friendliness	6	1/C1/P3 2/C1/P7 3/C4/P47 4/C4/P49 5/C4/P53 6/C4/P53
3	Character values in relation to other people	Appreciative	4	7/C1/P10 8/C1/P16 9/C1/P17 10/C1/P17
		Love of Peace	-	7
		Democracy	-	-
		Social Care	2	1/C2/P20 2/C2/P28
4	Character values in relation to environment	Environmental Awareness	2	1/C1/P7 2/C1/P10
		Tolerance	2	1/C2/P20 2/C4/P53
5	Character values in relation to nation	Patriotism	-	-
		Nationalism	-	-

Then, below is the example of character values found in the texts as presented in form of table above.

2. Character Values in Relation to One's Self

a) Discipline

The character value of discipline in the textbooks' discourse was shown through the following figure:



(1/C1/P6)

The paragraph above shows the value of discipline. The paragraph is about suggestions from the author to teachers and students that before learning make it a habit to ask questions about preparation before the learning process in class begins. From these activities, the teacher and students will form a discipline in the class.

b) Interest in Reading

The value of interest in reading is marked by one's habits and interest in reading which could bring advantages. The character value of interest in reading in the textbooks' discourse was shown through the following figure:



(1/C1/P11)

This illustration depicts the teacher asking students about students' opinions about the story they are learning in class.

c) Curiosity

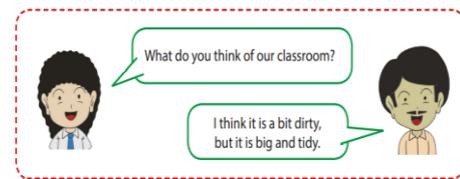
The character value of curiosity in the textbooks' discourse was shown through the following figure:



(1/C1/P7)

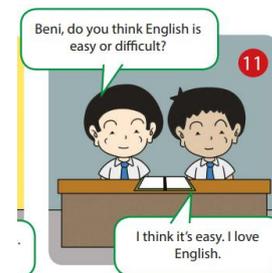
Curiosity can mean having an interest in something such as a desire to learn, inves-

tigate, or know (P. A. I. Utami et al., 2021). The underlying sentence in the dialogue picture can be shown as curiosity value. The picture explains that the girl is curious and asks her teacher about the meaning of the translation of the word 'attention' into Indonesian. The teacher also answered that the meaning of the translation of the word 'attention' into Indonesian is /perhatian/. The value of curiosity can be learnt from picture dialogue. The character value of curiosity in the textbook's discourse was shown through the following figure:



(2/C1/P12)

Students ask the teacher about his opinion about the class which is marked with the sentence in the dialogue picture "what do you think of our classroom". The teacher answers the students' questions, namely "I think is a bit dirty, but it is big and tidy". The value of curiosity can be learnt from picture dialogue. The character value of curiosity in the textbooks' discourse was shown through the following figure:



(3/C1/P16)

In the picture, the dialogue shows that Beni's friend's curiosity asked Beni his opinion about English lessons which was marked by the sentence 'Beni, do you think English is easy or difficult?'. Then Beni answered his friend's question, namely 'I think it's easy. I love English'.

d) Responsibility

The character value of responsibility in the textbooks' discourse was shown through the following figure:



(1/C4/P58)

The dialogue picture illustrates the responsibility of students to return books that have been lent by the school library. From the picture of the dialogue, we must be responsible for what we have done so as not to harm others.

e) Creativity

The value of creativity is characterized by the ability to create and produce something new. The value of creativity is found in the dialogue picture the value is shown below:



(1/C4/P60)

3. Character Values in Relation to Other People

a) Communicative/Friendliness

The value of being communicative can be defined as maintaining communication with other people. The value of communicative/friendliness is found in the dialogue picture. The character value of communicative/friendliness in the textbooks' discourse was shown through the following figure:



(1/C1/P3)

The value of being a communicative is found in the dialogue picture explaining the self-introduction communication between students with one another at the beginning of the learning process. This is very important, because without communication to introduce students it will be difficult to interact with each other.



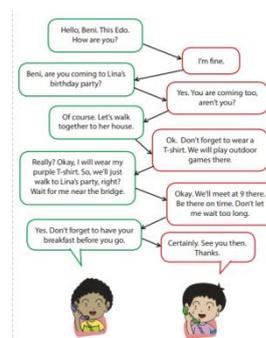
(2/C1/P7)

The value of being a communication is found in the dialogue picture explaining the existence of communication between boys and their friends to invite them to take a break together in class.



(3/C4/P47)

The value of being a communication is found in the picture of the dialogue explaining the communication by telephone between Beni and his friend. Over the phone, they discussed preparations for the party they were going to attend. Communicative is not only through direct talk, but there are various ways such as sending a message and telephone.



(4/C1/P49)

The value of being a communication is found in the picture of the dialogue explaining the communication by telephone between Beni and his friend. Over the phone, they discussed preparations for the party they were going to attend. Communicative is not only through direct talk, but there are various ways such as sending a message and telephone.



(5/C4/P53)

The value of being a communication is found in the dialogue picture explaining the interaction of a girl who wears a hijab asking her friend to go buy mineral water during break time.



(6/C4/P53)

The value of communication is found in the dialogue picture that explains the interaction of a girl inviting her friends to immediately join the boys in the school yard at school.

b) Appreciative

Being appreciative means that the character which emphasizes on the attitudes, behaviors, and actions that show respect to other people's success, works, and positive things that they do (R. Utami et al., 2019b). This value is very prominent in keeping a good relationship with other people as it shows respect to other people's success, strengths, and positive things that they have (R. Utami et al., 2019b). The value of appreciative in the textbooks' discourse was shown through the following figure:



(1/C1/P10)

The sentence in the dialogue picture above show the value of appreciative, the dialogue picture shows the teacher's appreciation for Lina regarding the story that Lina has made.



(2/C1/P16)

The sentences in the dialogue picture above show the value of appreciative. Then from the sentence above, the appreciative value is shown from the teacher's words to the boy. The teacher gave appreciation for what the boys had done. This means a teacher appreciates the boy's work.



(3/C1/P17)

The sentences in the dialogue picture above show the value of appreciative. The sentences in the dialogue picture show that the girl wearing the hijab appreciates the results of her friend's drawing by saying 'Your picture is beautiful. I like the color'.



(4/C1/P17)

The sentence is the dialogue picture above shows the value of appreciative. The sentence in the dialogue picture shows that the boy appreciates his friend's picture by saying "What a wonderful picture!".

4. Character Values in Relation to Environment

a) Social Care

The value of social care as defined by the Ministry of National Education is seen as any behavioral attitude that indicates a willingness to help others (R. Utami et al., 2019b). It the value of social care can be found in the dialogue picture. The character value of social care in the textbooks' discourse was shown through the following figure:



(1/C2/P28)

The value of the social care character in the dialogue picture is that Beni's father asked Beni for help to immediately close the window because night had come. Then Beni immediately closed the window.



(2/C2/P28)

The character value is found in the dialogue picture that Edo's mother asks Edo for help to put food on the dining table that has been cooked by Edo's mother.

b) Environmental Awareness

The value of caring for the environment is very important to have because of this value can make people care about the environment (R. Utami et al., 2019b). The person who has this value is said to have

an attitude that seeks to prevent environmental damage and also make efforts to improve the environment (R. Utami et al., 2019b). The value of environmental care can be known from the dialogue picture. The character value of environmental awareness in the textbooks' discourse was shown through the following figure:



(1/C1/P7)

The dialogue picture shows the boys asking his teacher for permission to wash his hands. This behavior is a concern by always washing hands.



(2/C1/P10)

The dialogue picture shows that the teacher asks what the boy is doing. The boy is sweeping the classroom floor because very dirty. This behavior is a concern for the environment, namely by sweeping the classroom floor.

5. Character Values in Relation to Nation

One of the values which are emphasized to be taught in Indonesian curriculum by the government. The value of tolerance means the value that shows respect to differences (R. Utami et al., 2019b). This value is very important because Indonesia is multicultural country which consists of people who come from different regions, tribes, ethnicities, cultures, and religions (R. Utami et al., 2019b). Therefore the value of tolerance is needed.

The character value of tolerance in the textbooks' discourse was shown through the following figure:



(1/C2/P20)

Illustrated between two male students who have different appearances a student on the right side has curly hair and dark skin and on the left has bright skin with straight hair. The student on the left is asking about how to write a message in English to the student on the right. However, it can be seen from the interaction between the two students that they do not see physical differences in interacting with each other.



(2/C4/P53)

It is illustrated that the girl on the right side invites a girl who wears a hijab to immediately join the schoolyard. This indicates that in a friendship without distinction of religion.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Related to the purpose of this research, the character values contained in the textbook *When Rings A Bell* Published by Ministry of Education and Culture for grade VIII students Curriculum and Book Center of SMP/MTs revised edition 2017 includes character values, namely discipline, interest reading, curiosity, responsibility, creative, communicative/friendliness, appreciative, social care, environmental awareness, and tolerance.

B. Suggestion

This related discussion is still very limited and requires input, suggestions for the next writer are to study more deeply and comprehensively about Students' Responses to the Implementation of Word Wall in Vocabulary Learning

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