

## A Content Analysis Of Character Education In “English For Nusantara” Textbook For Seventh Grade Students

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**Abstract.** Political slander has become a significant challenge in modern political life, affecting social and political stability and triggering detrimental conflicts. This article investigates the perspectives of the hadith narrated by Muslim No. Hadith: 1855 and Article 27A of Law No. 1/2024 regarding political slander. The hadith under scores the importance of having honest leaders committed to the common good, while modern regulations attempt to address slander through the enforcement of honesty and transparency in politics. This article also discusses the impacts of slander, prevention efforts, the role of governments, and the implementation of Islamic values in positive law. In conclusion, integrating moral teachings with legal regulations can help create a fairer and more moral political system, safe guarding public interests and promoting social stability.

**Keywords:** Adolescents, future, hopes, education, careers.

**Abstrak.** Masa remaja adalah periode penting dalam kehidupan di mana individu mengembangkan identitas, nilai-nilai, dan aspirasi untuk masa depan mereka. Dalam tulisan ini, kami mengeksplorasi berbagai harapan yang dimiliki remaja terhadap masa depan mereka. Dari pendidikan yang berkualitas hingga kesejahteraan mental, dari karir yang memuaskan hingga hubungan yang bermakna, dan dari kontribusi sosial hingga stabilitas finansial, harapan-harapan ini mencerminkan keinginan mereka untuk hidup yang lebih baik dan lebih berarti. Kami menyoroti pentingnya memahami dan mendukung harapan-harapan ini dalam membentuk kebijakan, program, dan praktik-praktik yang memungkinkan remaja untuk mencapai potensi penuh mereka dan berkontribusi positif bagi masyarakat.

**Kata Kunci:** Remaja, masa depan, harapan, pendidikan, karier.

### LATAR BELAKANG

English is a significant foreign language in Indonesia, supported by various programs from the national education department. Despite changes in educational standards, English remains a core subject. Textbooks play a crucial role in this context, aiding both teachers and students by providing structured material and enabling self-study. Teachers must select textbooks that align with current curricula and educational goals, emphasizing character education. Character education, defined as fostering psychological traits, morals, and manners, is essential in building personality and is integrated into various educational aspects, including textbooks.

The research aims to explore how character education values are presented in the "English for Nusantara" textbook, the dominant dimension of character education in the textbook, and the alignment of character education in the textbook with the current curriculum. The objectives derived from the research questions are to identify the dimensions of character education in the textbook, determine the dominant character education dimension, and evaluate whether the textbook's character education content aligns with the current curriculum. The study holds significance for students and teachers by providing

insights into character education values, helping teachers integrate these values into their lessons and aiding students in holistic development. For textbook authors, it offers feedback for enhancing the inclusion of positive character values in educational materials. Additionally, it serves as a resource for future researchers studying character education in textbooks. The study is confined to analyzing character values in the first five chapters of the "English for Nusantara" textbook for seventh-grade students. It focuses on conversational and reading texts as per the *Pancasila* Student Profile outlined by the Ministry of Education and Culture.

The literature review highlights several studies on character education in textbooks. Protz (2013) analyzed character education in education textbooks, finding it largely absent and recommending improvements for educational programs and textbook authors. Sulistiyaningrum (2015) identified 18 character values in English textbooks, with social awareness being the most dominant, emphasizing implicit methods of character integration. Turan & Ulutas (2016) investigated preschool teachers' use of picture storybooks for character education, highlighting their effectiveness and the need for teacher role models. Syahbana & Pratama (2017) analyzed the presence of national character values in high school textbooks, finding 13 values reflected in 17 texts. Wardani et al. (2019) examined character education in a 12th-grade English textbook, aligning with the 2013 Curriculum's values. Jamaludin et al. (2021) analyzed character values in 4th-grade thematic books, identifying friendliness and communication as most common. Ananda (2022) found 16 character education values in a *Bahasa Inggris* textbook, prioritizing friendliness and communicativeness. Handayani (2023) conducted a content analysis of cultural values in the "English for Nusantara" textbook, emphasizing the balance between source and target cultures. The "English for Nusantara" textbook incorporates character education by aligning with the Merdeka Curriculum, which emphasizes student-centered learning and the development of skills in character education, communication, and productive use of English in daily life. The textbook's content focuses on developing students' global competencies and adherence to *Pancasila* values through themes relevant to students' lives, promoting both oral and written communication skills.

## **RESEARCH METHOD**

The research method employed for examining character education values in the English for Nusantara textbooks is outlined. The methodology follows a descriptive qualitative approach, utilizing content analysis technique. This involves the examination and

interpretation of textual data to derive reliable inferences, aligning with the study's goal of assessing character education representation in the textbooks. The dimensions of character education are classified based on the *Pancasila* Student Profile developed by the Indonesian Ministry of Education and Culture. The research subject is the English for Nusantara textbook for seventh grade, published by the Ministry of Education and Culture in 2022. Focus lies on character education incorporation and the dominant character dimension within the textbook, all in line with the *Pancasila* Student Profile.

Data collection is facilitated by the researcher, serving as the research instrument. The process involves reading, collecting, and analyzing data, aided by a datasheet for coding. Documentation serves as the primary method, with data sourced from the designated textbook, aligned with the dimensions of character education outlined in the Merdeka Curriculum. Data analysis follows a structured procedure outlined by Ary et al. (2010) as cited in Yulia & Agustiani (2017). This entails familiarizing with the data, organizing it by chapter, coding, and reducing it based on the *Pancasila* Student Profile. The analysis involves identifying categories and themes, refining them, and representing them numerically to determine dominance dimensions and assess quality levels of character education. Interpretation is the final step, wherein meaning is derived from the analyzed data. This includes calculating percentages to determine dominance dimensions, classifying textbook quality based on character education levels, and presenting the findings descriptively. the percentage will calculate using the formula below:

$$\frac{\text{the number of each character education dimensions}}{\text{the number of character education found in the textbook}} \times 100\%$$

The researcher will also classify the textbook based on the quality of character education according to Prismarani (2014) by the criteria of the score levels were; very high (81% - 100%), high (61% - 80%), quite high (41% - 60%), less high (21% - 40%), and very low (0%- 20%). Ultimately, the results aim to serve as a benchmark for evaluating textbook alignment with curriculum character education goals.

## RESULTS AND DISCUSSION

### Findings

According to Law Number 20 of 2003 concerning the National Education System (Sisdiknas), teachers are required to facilitate learning that helps students develop their potential, including religious spiritual strength, self-control, personality, intelligence, noble character, and other essential skills for their personal and social lives. This law emphasizes

the importance of character education alongside cognitive abilities. Character education is the shared responsibility of all school stakeholders, particularly teachers. In the independent curriculum, the *Pancasila* Student Profile serves as a primary reference for educational policies and guides educators in fostering students' character and competence (Kemendikbud Ristek, 2021).

The "English for Nusantara" textbook plays a significant role in character education by helping students understand the vocabulary and expressions related to character values. This research analyzed the dimensions of *Pancasila* students in the textbook to assist teachers in emphasizing character education. The analysis covered 12 conversational texts and 14 reading texts, identifying 54 characters that align with the *Pancasila* Student Profile

### **Have Faith, Fear of God Almighty, and Noble Character**

The textbook highlights the religious character, which involves recognizing one's responsibility to love and care for oneself, others, and nature as mandated by God. This is illustrated through examples such as Galang saying Basmallah before eating (C2/CVT4/P61), Monita's father saying grace before a meal (C2/CVT5/P64), and praying before practicing pencak silat (C5/CVT11/P222). Personal character reflects integrity, compassion, self-respect, and maintaining physical, mental, and spiritual health. This is evident in the reading about Pak Edo's cycling habits, where he prioritizes safety and health by wearing appropriate gear and staying hydrated (C1/RT1/P39). Manner towards others involves recognizing human equality before God and prioritizing virtues like politeness and support. Examples include congratulating Monita's mother on her promotion (C2/CVT5/P64), Galang inviting guests to sit in his living room (C3/CVT6/P106), and Sinta lending her dictionary to Galang (C4/CVT7/P158). Character towards nature emphasizes environmental responsibility. The textbook provides practical tips on separating rubbish and the benefits of recycling (C3/RT5/P131; C3/RT6/P143). Character towards the nation includes fulfilling civic duties and participating in national activities like the Flag Ceremony and joining the scout (C4/RT7/P164; C5/CVT12/P224).

**1) Global Diversity**

The textbook promotes understanding and appreciating different cultures, exemplified by the traditional martial art of pencak silat (C5/RT13/P227). Although intercultural communication is not explicitly found in the text, it is implied through images of students interacting with diverse individuals. The concept of reflection and responsibility for diversity is illustrated through learning about pencak silat (C5/RT13/P227). Social justice is highlighted through democratic participation in sports and arts activities (C5/RT12/P225; C5/RT14/P232).

**2) Mutual Cooperation**

Mutual cooperation includes collaboration, caring, and sharing. The Rahmansyahs family works together to keep their house clean, illustrating collaboration (C3/RT3/P120). Caring is shown when Galang reminds Monita to chew her food slowly (C2/CVT4/P61) and when Sinta lends her dictionary to Galang (C4/CVT7/P158). Sharing is depicted when Monita offers her banana fritters to Galang (C2/CVT4/P61).

**3) Independence**

Independence involves self-awareness, self-regulation, and setting personal development goals. Made's participation in wheelchair basketball reflects understanding personal strengths and limitations (C1/RT2/P45). Strategic planning for learning, like Galang's study tips, demonstrates self-regulation (C4/RT10/P181; C4/RT11/P187).

**4) Critical Reasoning**

Critical reasoning encompasses obtaining and processing information, analyzing and evaluating reasoning, and reflecting on one's thinking. Leni's curiosity about pencak silat (C5/CVT11/P222) and Mrs. Ayu's decision to create online class rules (C4/RT8/P173) exemplify these skills. Reflecting and evaluating one's thinking is shown in passages where characters review and improve their study methods (C4/RT10/P181; C4/RT11/P187).

**5) Creative**

Creativity involves generating original ideas and producing original works. Sinta's idea to create sticker signs for her house demonstrates creativity (C3/RT4/P124). Producing original works is depicted when Sinta and her family create various sticker signs to maintain cleanliness (C3/RT4/P124).

The "English for Nusantara" textbook integrates these dimensions of character education, aligning with the *Pancasila* Student Profile and helping students develop a well-rounded character through diverse and practical examples.

Table 4.1 The total data finding of *Pancasila* Student Profile found in the “English for Nusantara” textbook

No.	Value	Frequency	Percentage
1.	Have faith, fear God Almighty, and have a noble character	18	33,2%
2.	Global diversity	7	12,9%
3.	Mutual cooperation	9	16,6%
4.	Independence	11	20,4%
5.	Critical reasoning	4	7,5%
6.	Creative	5	9,3%
<b>Total</b>		<b>54</b>	<b>100%</b>

The data showed that the most prevalent dimension was "Having faith, fear God Almighty, and having a noble character," representing 33.2% of the total. The element that appeared most frequently within this dimension was "Manner towards others." Conversely, "Critical reasoning" was the least represented dimension, and "Intercultural communication and interaction" was not found in the textbook.

The research analyzed the relevance between character education in the "English for Nusantara" textbook and the Merdeka Curriculum. The findings are summarized in Table 4.2:

No.	<i>Pancasila</i> Student Profile	Frequency	Percentage
1.	<b>Have faith, fear God Almighty, and have a noble character</b>		
	- Religious character	3	5,5%
	- Personal character	1	1,9%
	- Manner towards others	9	16,6%
	- Character towards nature	3	5,5%
2.	<b>Global diversity</b>		
	- Understand and appreciate a culture	2	3,7%
	- Intercultural communication and interaction	0	0%
	- Reflection and responsibility for the experience of diversity	2	3,7%
3.	<b>Mutual cooperation</b>		
	- Collaboration	4	7,4%
	- Caring	4	7,4%
4.	<b>Independence</b>		
	- Understanding of self and the situation faced	6	11,1%
	- Self-regulation	5	9,3%

5.	<b>Critical reasoning</b>		
	- Obtaining and processing information and ideas	1	1,9%
	- Analyzing and evaluating reasoning	1	1,9%
	- Reflecting and evaluating his/her own thinking	2	3,7%
6.	<b>Creative</b>		
	- Generate original ideas	1	1,9%
	- Produce original works and actions	2	3,7%
	- Have flexibility in thinking to find alternative solutions to problems	2	3,7%
<b>Total</b>		<b>54</b>	<b>100%</b>

Out of the 20 elements contained in the dimensions of the *Pancasila* Student Profile, the "English for Nusantara" textbook covers 19 elements. According to the classification by Prismarani (2014), which regulates the quality of textbooks in character education, the textbook scored 95% and was classified as very high.

### Discussion

The Ministry of Education and Culture has established character education values based on the *Pancasila* Student Profile, comprising six dimensions outlined in the Regulation of the Minister of Education and Culture Number 22 of 2020. These dimensions encompass various elements such as religious character, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

This research focused on assessing the alignment between character education principles embedded in the widely-used Indonesian school textbooks "English for Nusantara" and the curriculum currently in practice. Our findings indicate a significant correlation of 95%, indicating a high level of relevance. This aligns with previous studies on character education within the same textbook.

Liagustin (2023) noted that the integration of *Pancasila* Student Profile elements in "English for Nusantara" textbooks occurs both implicitly and explicitly. Specifically, 63% of character integration is implicit, while 37% is explicit. Additionally, other researchers examined the textbook's character education content based on the 18 dimensions outlined by the Ministry of Education and Culture in 2011. Idris (2023) also affirmed the high level of relevance found in the textbook, highlighting unique features such as consistent character presence, tailored introductory material, and supplemental aids for vocabulary mastery and flexible study.

However, Sulistiyaningrum (2015) found variations in character emphasis, with social awareness being the most dominant and reading curiosity, environmental awareness, and independence ranking lower. The predominant approach to character integration remains implicit, consistent with Liagustin's findings.

Notably, Wardani et al. (2019) and Ananda (2022) emphasized the importance of character education integration in teaching materials, using content analysis to assess character representation. While Wardani et al. (2019) focused on speaking scripts, Ananda (2022) analyzed reading materials and dialogues, both finding varying degrees of character representation. In contrast, Protz (2013) found limited character education coverage in introductory education textbooks, highlighting discrepancies in character integration methodologies and divisions compared to current standards.

Despite methodological disparities, the collective research underscores the significance of character education within textbooks. The evolving curriculum prioritizes concise and effective character transmission to facilitate student understanding and application in daily life.

## **CONCLUSION**

The "English for Nusantara" textbook for seventh-grade students effectively integrates character education values aligned with the *Pancasila* Student Profile formulated by the Ministry of Education and Culture. Across conversational and reading texts, all six dimensions of the *Pancasila* Student Profile were found, though one element was absent. Dominant dimensions included having faith, fear God Almighty, and having a noble character, particularly focusing on manner towards others. The textbook predominantly employs implicit integration techniques, fostering critical thinking and reasoning skills among students, aligning with the student-centered approach of the Merdeka curriculum. Despite some minor gaps, the textbook demonstrated a high level of relevance and quality in character education integration, scoring 95% in evaluations.

## **Suggestion**

For teachers, the "English for Nusantara" textbook is highly recommended due to its comprehensive integration of character education values. Teachers should carefully select materials and activities from the textbook, emphasizing character education elements explicitly and employing contextual and cooperative learning methods for optimal integration. To improve future editions, textbook authors should pay close attention to eliminate typing errors and utilize the findings of this study to create materials that not only

enhance language skills but also promote positive character development, incorporating both affective and cognitive competencies. Future researchers are encouraged to expand on this study by analyzing character education implementation in other textbooks and grades, as well as exploring its impact on the teaching-learning process. This research can serve as a valuable reference for further investigations in the field.

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