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CHARACTER EDUCATION VALUES IN THE ELEMENTARY SCHOOL
ENGLISH TEXTBOOK ENTITLED “BASIC ENGLISH”
FOR GRADE SIX

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Abstract

Keywords:
Education Character,
Basic English
Textbook,
English Learning

One of the most important teaching materials is textbook. It is also inseparable from learning English in elementary school. Using English textbook in Elementary school to help a teacher in conveying material to their students. Textbooks that are suitable for use as teacher handbooks are those that are in accordance with the competency standards set by the ministry of education. The aims of the research are to analyze: the values of character education as reflected in the sixth grade English textbook of elementary school entitled "Basic English" which is used at SDN Jombatan 5 Jombang and how to implement character education values in the textbook. The method used in this study was a qualitative descriptive approach using interactive content analysis. The subjects of this study were 14 themes of subject matter in English textbook “Basic English”. The results of this study stated that the sixth grade English textbook entitled "Basic English" Religiousness, honesty, intelligence, toughness, democracy, care, independence, Logical thinking, critical, creative, and innovative, courage takes risk, action oriented, leadership, hard work, responsibility, healthy lifestyle, discipline, confidence, curiosity, loving science, Awareness of rights and self-and other obligations and Adherence to social rules and others characters education values are namely appreciating the work and achievements of others, politeness, nationalism, and respecting diversity. And those values are explained implicitly and explicitly.

Abstrak

Kata Kunci:
Pendidikan Karakter,
Buku Teks Dasar
Bahasa Inggris,
Pembelajaran Bahasa

Salah satu bahan ajar yang penting adalah buku teks. Hal ini juga tidak terlepas dari pembelajaran bahasa Inggris di sekolah dasar. Menggunakan buku teks bahasa Inggris di Sekolah Dasar untuk membantu seorang guru dalam menyampaikan materi kepada siswanya. Buku ajar yang

Inggris

layak digunakan sebagai buku pegangan guru adalah yang sesuai dengan standar kompetensi yang ditetapkan oleh kementerian pendidikan. Tujuan penelitian ini adalah untuk menganalisis: nilai-nilai pendidikan karakter yang tercermin dalam buku teks bahasa Inggris kelas VI SD yang berjudul “Bahasa Inggris Dasar” yang digunakan di SDN Jombatan 5 Jombang dan bagaimana penerapan nilai-nilai pendidikan karakter dalam buku teks tersebut. Metode yang digunakan dalam penelitian ini adalah pendekatan deskriptif kualitatif dengan menggunakan analisis isi interaktif. Subyek penelitian ini adalah 14 tema materi pelajaran dalam buku teks bahasa Inggris “Basic English”. Hasil penelitian ini menyatakan bahwa buku teks bahasa Inggris kelas enam yang berjudul “Bahasa Inggris Dasar” Religiusitas, kejujuran, kecerdasan, ketangguhan, demokrasi, kepedulian, kemandirian, Berpikir logis, kritis, kreatif, dan inovatif, berani mengambil risiko, berorientasi pada tindakan, kepemimpinan, kerja keras, tanggung jawab, pola hidup sehat, disiplin, percaya diri, rasa ingin tahu, mencintai ilmu pengetahuan, Kesadaran akan hak dan diri sendiri serta kewajiban lainnya dan Ketaatan terhadap aturan sosial dan nilai-nilai pendidikan karakter lainnya yaitu menghargai karya dan prestasi orang lain, sopan santun, nasionalisme, dan menghargai keragaman. Dan nilai-nilai tersebut dijelaskan secara implisit dan eksplisit.

INTRODUCTION

Character are unique values, both in character, morals or a person's personality which are formed from the internalization of various policies that are believed and used as a way of seeing, thinking, behaving and behaving in everyday life. But after that, not only instilling in the family environment, children must be taught character values in the school environment. Character education in the school environment certainly has a set of careful planning, one of which is a source of reference and teaching materials. One form of teaching material is textbooks. Textbook is reference book that must be used in schools that contain learning material that can help shape character and good morals for children. In this case, English textbook is also a form of teaching material that helps cultivate children's character in school. Learning English is also very important and must be taught from an early age. According to Handayani (2016),

mastery of the English language is one of the basic assets to be able to compete in the face of the global era, especially the ASEAN Community. A person's character will be seen from the way he presents the language (Rahayu et al., 2017). Besides being able to learn a foreign language that will lead them to be ready to face the outside world, teachers can also instill children's character education through teaching materials in the form of English textbook.

From this statement, there are seven previous studies that examine character education. The first researcher is Wardani (2019), she said that there were 18 character education listed in English textbook for high school level which had been determined by Ministry of education. The second is Mahmoud (2015) which is in his research is about identifying the values of character education and suggest that there are 18 character education taught to 11th graders in an English textbook entitled "Contextual English for Grade XI of Senior High School Regular Program". The third is Ubay (2019) who explains that there are 18 character education for 9th graders listed in English textbook entitled "Bright an English". The fourth is Rahayu (2017) who explains that there are 18 values of education character also taught in textbook entitled "When English rings a bell" for 7th graders. The fifth researcher is Rahayu et al. (2017) who said how to implement character education contained in textbook for elementary school students and the solutions for implementing it. The sixth is Khoury (2017) who explains general indicators of being effective in character education programs as transitional students. The last one is Laili (2020) explains anti-radicalism and character education in the pesantren environment.

Therefore, researcher is interested in exploring character education values to form children's good morals in English textbooks used at the elementary school level. So, the problems of this research can be taken by:

- a. What are the values of character education listed in the sixth grade English textbook teaching materials entitled "Basic English"?
- b. How are the values of character education implemented in the sixth grade English book entitled "Basic English"?

Character education

Hignasari, (2020)¹ states that character is a collection of values that lead to a system, which underlies the thoughts, attitudes and behaviors displayed. The definition above confirms that character is something that is given but also a combination of what a person gets from his environment. Based on this understanding, people who give up the existing condition is called people with weak character. They are constantly trying to improve themselves. So character is a character that is created in each individual in their attitude in life by presenting their identity and then that character can change due to the influence of teachings from within and without, whether in compulsion or not. To create a noble character means that individuals must have knowledge of their potential. In this case, there are various character elements according to Hignasari (2020) namely:

1. Attitude

A person's attitude is a part of character, even considered a reflection of that person's character.

2. Emotions

Emotion is a dynamic symptom in a situation that is felt by humans which is accompanied by its effect on consciousness, behavior, and also a physiological process.

3. Trust

Trust is a human cognitive component of psychological factors.

4. Habit and Will

Habit is an aspect of human behavior that is permanent, takes place automatically for a long time, is not planned and is repeated many times.

5. Self-conception

The process of self-conception is a process of totally, both conscious and unconscious of how one's character and self are formed.

According to Mahmoud et al., (2015)² in his research stated that the character characteristics have revealed that the character traits are as follows character is who you are when no one is looking, character is the result of values and beliefs, character is a habit that is second nature, character is not your reputation or what

other people think of you, character is not how much better you are than others, character is not relative.

Education is the learning of knowledge, skills, and groups of people that are passed down from one generation to the next through training or research.

According to the Ministry of National Education, (2017) the functions of character education are developing the potential of students to become personally behaved well; this is for students who already have attitudes and behaviors that reflect the culture and character of the nation, improving the work of national education to be responsible for developing the potential of more dignified students, filtering the culture of one's own nation and the culture of other nations that are not in accordance with the cultural values and character of a dignified nation.

Then for the purposes of education, namely as stated by the Ministry of National Education, (2010) are developing the potential of the heart / conscience / affective of students as human beings and citizens who have cultural values and national character, developing the habits and behavior of students that are commendable and in line with universal values and religious traditions of the nation's culture, instilling the spirit of leadership and responsibility of students as the next generation of the nation, developing the ability of students to become independent, creative, nationalistic people. Developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a strong and strong sense of nationality.

Textbook

Textbook serve to attract students' interest in exploring/following the subject matter they are going to learn. Dwirahayu (2011)¹ said that textbook provides core material for language learning courses. It aims to provide as much as possible in one book and is designed to serve as the only book learners need to use during the course. She suggests that teaching materials to be delivered to students with certain strategies must meet the following criteria. Those are accordance with the competency standards and basic competences of subjects that students want to

achieve, teaching materials are the content of learning and the elaboration of competency standards and basic competencies, motivating students to learn more, connecting with the previous material, the material is arranged systematically from simple to complex, practical, useful for students, in accordance with the times, able to be obtained easily, attract students, containing illustrations that captivate learners, considering the linguistic aspects in accordance with the abilities of students, closely related to other subjects, stimulate the personal activities of students who use it, avoiding unclear concepts that can confuse students, having a clear point of view, distinguishing teaching materials for children and adults, respecting for different personal learners.

English Learning

English language in Indonesia is the first language that is taught officially in schools. The reality is that today, English is not spoken in our society. Our students do not receive support or concrete supporting material from the field. To fill in the shortage of materials that can be taken or studied outside the classroom, it is an absolute requirement that an English learning program for children needs to be planned as well as possible by considering many things. Elementary school English materials must cover all aspects of English skills, from reading, speaking, listening, and writing. It is intended that elementary school students be able to increase their total English skills. However, all the material presented should be the basic material that is made specifically for elementary school students.

In general, English language material for elementary schools may be very easy to make, but in its delivery, elementary school English material is the most difficult to implement. So that it will have an impact on the pattern of English sharpening at the elementary level which is more of an introduction. Cultivated so far as may order to achieve what is called first impression very impressive are hereinafter as a motivation for me ruse to explore the treasures of the English language at the level further. Therefore, special tips are needed in the form of applying innovative learning methods.

Wijaya, (2015)¹ said some things which need to be considered in the conduct of English language learning to learners starters (SD / MI) in order to achieve the learning objective hopes, those are complete learning activities with visual media, realia and movement as well as a combination of spoken language with 'body language' or 'breed', involving students in making visual media or realia, moving from one activity to another activity quickly, building a routine in the classroom using English, using native / first language if necessary, teaching based on themes and stimulating student creativity, using stories and contexts those are familiar to students, inviting the community around parents, students, etc. They can speak English to tell in the classroom, collaborating with other teachers at your school, communicating with teachers or teachers outside your school / institution.

From the brief description above, it can be concluded that:

1. The earlier the child learns a foreign language, the easier the child will master the language. (McLaughlin and Genesee) stated that children acquire language more quickly without much difficulty than adults;
2. Before puberty, the child's thinking power (brain) is more flexible. Thus, it is easier for them to learn the language. Whereas after that it will decrease and the outer part will not be optimal;
3. English Language Teaching in elementary school (SD) is the golden period or the most ideal for learning languages other than the mother tongue (the first language).
4. Learning English at the age of SD / MI is dynamic and always progresses faster. However, it needs to be supported by teachers / educators who understand the needs of children (competent) through planning, mentoring, and providing adequate supporting facilities;

The success of a person in learning a foreign language, does not depend on intellectual abilities or innate language skills, but is largely determined by motives or needs and goals supported by the environment.

METHOD

The data is used in the study must be related to the method of research, while a theory which is used in research to be associated with the formulation of the problem that will be observed. So the research uses qualitative descriptive approach by using interactive analysis because it emphasizes on describing the message or text specified in detail.

In this study, the researcher uses qualitative descriptive with the principles of interactive content analysis techniques. The interactive content analysis technique is where the researcher conducts research using the book content analysis method and simultaneously collects data obtained from textbooks. So that in this observation the researcher can find out the values of educational characters that appear in the English text book "*Basic English*".

The research is a study of research on a book so researcher is not limited by specific location.

Research carried out in the month of March year lesson 2020/2021 for less over 1 month so it can be expected research can obtain the data is feasible and not one in analyzing the data that exist in the textbook of English "Basic English".

Then the subject of research are 14 chapters in the book text language of English is called "*Basic English*" for sixth grade elementary school. Object of research is the form of the values of characters in textbook language English titled "*Basic English*" for sixth grade elementary school. In more detail, research will focus on the appearance of the characters that are implemented in the 14 lessons that are presented in the book text "*Basic English*".

The instruments used in this research are books and writing tools more an instrument both of a study of this.

The reading of the text that is careful and meticulous in textbook language English titled "Basic English" for sixth grade elementary school is performed in order to determine the data of research that is absolutely necessary to answer to questions' research. In the technique of collecting the data in the study is using the theory of Mahmoud et al., (2015)⁷ which stated that some activities did late in the steps are as follows:

1. Reading with meticulous texts in the book text language of English are called "*Basic English*" so that valid information regarding the question of research.
2. Understanding the parts of the particular that associated with focus research is intensive to search for valid data in accordance with the question of research.
3. Marking the specified parts in the part of the text that is associated with research question. Step it aims to interpret the data obtained from the activities of reading the text in the book text language English titled "*Basic English*" for sixth grade elementary school.
4. Create a data description. Activity is aimed to get the data based on the focus of research. Description of data is accompanied by a process of encoding in parts of certain in text books Text language English titled "Basic English" for sixth grade elementary school.

At the time of research, the researcher will use an interactive content analysis model for analyzing the data. Data analysis followed the data analysis theory from Mahmoud et al., (2015). Data analysis was carried out through the following steps. Those are (1) comparison of data to look for similar data to be classified into a category, (2) categorization of data showing the indication of the research questions were tabulated according to the categorized groups. At this stage, data categorization is carried out to enter the data of each element into the same categorization as the type of comparative work in order to facilitate analysis. (3) presentation of the data is carried out systematically to present the results of data categorization in the form of descriptions and tabulations.

So this research use three steps in data analysis, namely comparison of data contained in textbooks, categorizing the data that has been compared and researched then presenting the data tabulated which later on the results of data analysis will be described in the form of essays. The analysis of data qualitative is a process that takes place continuously and implemented in almost all phases.

CONCLUSION

After analyzing the 6th grade English textbook entitled "Basic English", there are several points obtained. Those are (1) the education character values are consist of 20 values of character education which are reflected in the textbooks. The research also found 4 other character education values, namely appreciating the work and achievements of others, politeness, nationalism, and respecting diversity. (2) Regarding the implementation of these character education values is second result of this study. There are two ways to implement it, namely with implicit and explicit information. It can be explained that the delivery of character education with implicit information is less than the delivery of explicit information. The values of character education are obtained from the sentences and pictures in the textbook. From these explanatory details, it can be concluded that the sixth grade English textbook entitled "Basic English" is appropriating to be used as a teacher's handbook in delivering material to students.

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