

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. This part consists of the background of the study, the problems of the study, the objectives of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

In 2021, the Indonesian government through the Ministry of Education, Culture, Research and Technology (Kemendikbud) changed the curriculum to overcome learning loss caused by the COVID-19 pandemic, namely *Merdeka Belajar* (Anggraena et al., 2022). The policy of the curriculum changes brought many changes compared to the 2013 curriculum (K13) that was previously implemented in Indonesia. The most significant change from *Merdeka Belajar* was the curriculum structure which was divided into intracurricular learning and the Pancasila student profile projects. Besides, changes in the education system in *Merdeka Belajar* mean that English subjects are increasingly recommended to be taught from elementary school level. Thus, the results of the 2013 curriculum evaluation by Pusat Kurikulum dan Perbukuan found out a gap in the competencies that must be achieved by junior high school students, they are expected to achieve intermediate level competencies without getting basic level competencies. Additionally, another consideration of this changing is that this subject does not only teach English language techniques and skills, but also develops global insight where

students can more easily understand cultural differences so that a tolerant attitude is built (Anggraena et al., 2022: 50).

Curriculum changes made by Kemendikbud are not only to overcome the learning loss that occurs, but also expected to improve matters related to non-academic outcomes such as education in student attitudes and behavior (Anggraena et al., 2022). Based on data from the OECD in 2019, 41% of Indonesian students reported experiencing bullying several times a month. This percentage is quite high as an indication that non-academic education in Indonesia needs improvement and indirectly shows that the quality of education in Indonesia is still far from good. Meanwhile, based on the education goals, the school and teachers are the parties who are responsible for building the character of the nation's successors. Besides, education that is considered a good quality is when it can grow the nation's generation in accordance with what is written in the national education goals contained in Law No. 20 of 2003 concerning the National Education System. Article 3 states that:

“National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.”

Character education is considered very important for students because it is a process of moral formation, developing students' attitudes and character so that they become a quality generation with noble character (Miftah, 2019). Since Indonesia's independence was proclaimed on August 17, 1945, the first

president of Indonesia, Soekarno, has stated the need for nation and character education as an integral part of nation building (Muslich, 2022). He realized that the character of a nation has a big message in maintaining the existence of the Indonesian nation. This statement is also in line with the purpose of education, which is to form a whole generation which means having intellectual intelligence, good attitudes and with the skills needed to live life in society (Santika, 2020). In *Merdeka Belajar* curriculum, character education is included in the Pancasila student profile (*Profil Pelajar Pancasila*). The Pancasila student profile serves to build the character of students in accordance with the values of Pancasila with six dimensions: 1) faith, fear of God and noble character, 2) independent, 3) global diversity, 4) critical reasoning, 5) mutual cooperation, and 6) creative (Irawati et al., 2022).

In the application of character education, the teacher remains the party responsible for providing the learning process as part of the educational process to be able to produce learning output in the form of a balance of cognitive, affective or attitudinal and psychomotor achievements (Santika, 2020). In conveying their learning in class, teachers use books as one of the media used. This is because books are a very supportive resource in the success of learning activities. Moreover, books are also the main source to guide teachers in building student character (Rahma, 2020).

Textbook in EFL are not only a guide for teachers in delivering material, but also provide the necessary input through various explanations and activities. On the learner's side, it also affects their attitude and

performance towards the material (Ayu & Inderawati, 2018). In this era, the progress of national scale textbook publishers is very rapid. There have been many books published by private and government in accordance with the Ministry of Education, Culture, Research and Technology. As a result, there are many books circulating so that teachers are often confused about which book to use as a guide for teaching and learning activities. From that reason, then came the research related to the analysis of book content. Some examples of research related to content analysis are Lestari's (2022) study in which she compared the content of two junior high school books with different curricula (2013 curriculum and *Merdeka Belajar*) to look for similarities and differences. Lestari's research is similar to Heim's (2006) where she also compared and discussed the content of two modules of upper secondary school. The next is Fuad's research (2020) focused on the comparison of cultural content contained in the junior high school books with 2013 curriculum. Salsabila (2018) identified the characters education values based on K-13 and describe how the characters implemented in text or sentences of an English textbook for 10th grades vocational high school entitled "Forward an English". Then, Rahmawati (2018) and Shafwati (2016) analyzed whether the quality of books is suitable to support the learning process. However, the previous researches have not focused on character education in English textbooks for senior high school in *Merdeka Belajar* curriculum. Therefore, this study was conducted to analyze the character education contained in English textbooks for 10th grade senior high school in *Merdeka Belajar*.

Based on the explanation above, this current research investigate the kinds of character education that visualized in the textbook used by 10th grade of senior high school according to the current *Merdeka Belajar* curriculum, analyzes the contents of the textbooks to find the value of character education implemented in *Merdeka Belajar* and compares how the representation of character education is contained in the textbooks published by the Ministry of Education, Culture, Research and Technology in *Merdeka Belajar* book catalog on website book.kemendikbud.go.id and book published by private publisher that is used by some schools in the Kediri, East Java.

1.2 The Problems of the Study

1. What kinds of character education that are built in English Textbook entitled “Bahasa Inggris: Work in Progress” and “Pathway to English for SMA/MA Grade X Phase E”?
2. How are the character education expressed in texts or sentences in English Textbook entitled “Bahasa Inggris: Work in Progress” and “Pathway to English for SMA/MA Grade X Phase E”?
3. What are the similarities and differences of character education that are represented between “Bahasa Inggris: Work in Progress” and “Pathway to English for SMA/MA Grade X Phase E”?

1.3 The Objectives of the Study

1. To identify the kinds of character education that visualized in English Textbook entitled “Bahasa Inggris: Work in Progress” and “Pathway to English for SMA/MA Grade X Phase E”.

2. To analyze how the character education expressed/represented in texts or sentences in English Textbook entitled “Bahasa Inggris: Work in Progress” and “Pathway to English for SMA/MA Grade X Phase E”.
3. To compare the character education between the textbook that published by the Ministry of Education, Culture, Research and Technology of Indonesia and private publisher.

1.4 Significance of the Study

The result of this study can useful for teachers, English textbook writers, and the next researchers, as follows:

1. The Teacher

The result of the research can be useful as a reference in selecting more supportive textbooks for teaching and learning activities according to the grade level and curriculum.

2. The English Textbook Writers

The result of the research can be used as a consideration to improve or revise the textbook to be better in the future and become more aware of the worthiness of content, language correctness, and appropriateness.

3. The Next Researchers

The result of the research can help the future researchers to carry out their research and can use this research as their guide in research.

1.5 Definition of Key Terms

1. Content Analysis

Content analysis is a set of procedures for collecting, identifying, and measuring the meaning contained in content or words in the text with a purpose.

2. English Textbook

English textbook is a book that used by the teachers to teach English lesson and help them to developing the students' communicative competence.

3. Character Education

Character education is a process of moral formation, developing students' attitudes and character so that they become a quality generation with noble character.

4. Merdeka Belajar

Merdeka Belajar is the latest curriculum designed by the Ministry of Education of Indonesia that implemented in the 2022/2023 school year as an effort to restore the education system after the learning loss during the COVID-19 pandemic.