

CHAPTER II

LITERATURE REVIEW

This chapter presents some of the theories related to English textbook, character education, Indonesian curriculum, and previous related studies.

2.1 English Textbook for EFL Learning and Teaching Process

Every school in Indonesia is required to use textbooks in order to help the educational process. According to Article 8 of the Minister of Education's Regulation No. 11 of 2005, teachers may suggest students who have access to textbooks. This indicates that, in order to facilitate study, the government strongly recommends that every student own a textbook. Moreover, the education unit must supply at least 10 copies of each textbook for each subject in each class so that they can be used as library collections and help the students who cannot afford to purchase them can borrow it in the library.

In accordance with Cunningsworth (1984), a textbook is a book written by knowledgeable and experienced authors, and the information it contains is typically well evaluated in pilot tests before being published. Depending on how they are utilized and the environment for their use, textbooks have both advantages and downsides in teaching and learning (Ricards, 2017).

Textbooks are a component part of some learning design models and are used as learning sources or learning materials. Textbooks are created as medium to deliver knowledge and can assist students in their learning as a primary source of instruction. The actual equipment in a classroom that is

most intimately linked to the teacher and learning is a textbook. It is intended to convert abstract concepts of curriculum policy into actions that teachers and students can take (Ricards, 2017). Therefore, it is crucial for Indonesian English education because of the importance of textbooks in the country.

Teachers use textbooks as a resource to teach students in the learning process. The contents of the textbook are learning material and questions to test students' understanding of the learning materials. English is the language that learned. Therefore, an English textbook is a book used in the study of English that includes educational elements. According to Cunningsworth (1984), textbooks serve as an effective resource for independent learning, presentation material, a source of ideas and activities, a source of information for students, a syllabus where predetermined learning objectives are reflected, and support for inexperienced teachers who are still developing their confidence.

Textbooks are crucial in managing the content that is to be presented to students during the teaching and learning process. Cunningsworth (1984) states the following on the use of textbook materials in language instruction:

1. A syllabus that incorporates the predetermined learning objectives.
2. A resource that learners can consult for grammar, vocabulary, pronunciation, and related aspects.
3. A resource of materials for presentations, both oral and written.
4. A resource that provides activities for learners to practice and engage in communicative interactions.

5. A resource that offers inspiration and ideas for classroom activities.
6. A tool that aids less experienced teachers in building confidence and providing support.

2.1.1 The Roles of Textbook

Textbook is a component part of some learning design models and are used as learning sources or learning materials. Textbook is an important learning resource in traditional learning activities. In teaching and learning activities, textbook is often used by teachers as a companion medium to make it easier for students to understand the material and explanations they are doing. The position of textbook that are so important in the learning model or in the teaching process is strengthened by the regulations of the ministry of education in Permendikbud No. 8 of 2016. This shows that it is necessary to know more about the roles and function of textbook in the learning process. According to Lau et al. (2018), textbook does not only play an important role as learning resources in learning process, but it also have several other roles, namely:

1. To provide a distinct framework for guidance and to establish the scope and limits of a course (Lau et al., 2018; Nie et al., 2013; Arnold, 2013; Richards, 2001),
2. To influence the design of the curriculum and shape the learning process (Lau et al., 2018; Arnold, 2013),

3. To facilitate self-regulated learning by encouraging active exploration of information instead of passive reception (Lau et al., 2018; Gaitsgory et al., 2013),
4. To provide the foundation for basic education for decades to come (Richards, 2001; Hutchinson, 1994),
5. To guide the classroom practice and document that represents an instrument of accountability to check on teachers' and students' progress (Errington & Bubna-Litic, 2015; Hutchinson, 1994),
6. To contribute to classroom lessons through the inclusion of texts, activities, explanations, and other forms of instructional input (Errington & Bubna-Litic, 2015; Richards, 2001; Hutchinson, 1994).

2.1.2 Advantages and Disadvantages of Using Textbook

Textbooks are a collection of knowledge, concepts, and principles of a chosen topic used in learning and are the most common sources in the classroom (Fitria, 2011). However, even though text is the most common resource in classroom learning, textbooks have several weaknesses that sometimes make students and teachers in the teaching and learning process (Rahmawati, 2018). These weaknesses include textbooks that are designed as the only source of information that makes students only see one perspective on a concept or problem, textbooks are old and outdated, textbook questions tend to be low-level, textbooks are not taken into account. background knowledge of students so that it does not match the lesson with students' special attributes and

interests, the level of reading texts is too difficult so that they cannot read or understand important concepts contained in the reading texts and some textbooks have all the answers to all questions that cause students to tend to see learning as an accumulation of correct answers.

However, textbooks offer a source of materials that teachers may use to focus on do best in teaching instead of spending their time and energy creating teaching materials. Additionally, textbooks can be used as a tool to inspire students and stimulate language learning (Fredericksen & Collins, 1989). Textbooks can also help teachers organize their lesson plans and keep their lessons on topic by acting as a reference point. Moreover, textbooks are especially helpful in giving novel teachers who have little confidence in their ability to offer communicative ELT lessons, support and security.

O'Neil cited in Rahmawati (2018) stated that textbooks may serve as a point of reference for the educational process and serve as a way to monitor the learning growth. Students can also utilize textbooks to review material that has already been taught. It is also one of the more affordable and practical ways to get access to expertly packed instructional resources.

However, the learning and teaching process for students and teachers, as well as the standards for every classroom environment, can be framed by textbooks. In the worst case scenario, teachers do not need to plan their lessons and make the learning totally dependent on the

textbook. In essence, the instructor appears to lose out due to themselves. Instead of teaching the language itself, the teacher "teaches the books".

2.2 Character Education

According Ratih (2017), character is the way people act and think, and it serves as a guide for everyone to live and get along in society, family, and nation. It implies that character is the primary tool for interacting in the society and without character, we cannot exist there. Character is related to the strength of character, which connotes 'positive' values, not neutral so that people with character are people who have certain positive moral qualities (Irawan, 2016).

There are nine widely recognized pillars of good character values according to Azra in Salsabila (2018), namely: 1) the character love of God, 2) independence and responsibility, 3) honesty or trustworthy, 4) respect and polite, 5) generous, like helping/mutual cooperation, 6) confidence, 7) hard work, 8) leadership and justice, 9) tolerance, peaceful, and unity.

Character education increasingly highlighted by the enactment of the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018 concerning Strengthening Character Education in Formal Education Units 2018; RI Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education. The goal of education is to develop citizens' character as well as their cognitive abilities (civic-

disposition). Character education has long been prioritized thanks to "nation-building and character" initiatives (Nugroho, 2008).

Students' character plays a role in life skills education as well. However, in order to succeed in life skills, students must have good character. Therefore, it's critical to examine the process of character education as it relates to life skills instruction (Defitrika & Mahmudah, 2021). The Curriculum Centre from the National Ministry of Education (2010: 10) has distributed 18 characters values which can be taught to elementary and middle schools education. These values can be seen below:

Table 2.1 The Mapping of Character Education (Curriculum Centre, 2010)

No.	Character	Definition
1	Religious	The behavior and conduct of adhering to the religious path that students choose: displaying obedience, demonstrating acceptance and tolerance towards the religious practices of individuals belonging to different religions, and striving to coexist peacefully with followers of other faiths.
2	Honest	Demonstrating trustworthiness through someone's actions, words, and works.
3	Tolerant	The behavior and conduct of acknowledging and valuing the diversity in religions, races, ethnicities, opinions, and the actions of other individuals.
4	Discipline	The act of adhering to and following every rule and regulation with orderliness and obedience.
5	Hardworking	Demonstrating a dedicated approach towards overcoming various obstacles in both learning and working, while exerting maximum effort to accomplish tasks and responsibilities.
6	Creative	Engaging in innovative thinking and taking action to create something new based on existing concepts or objects.

7	Independent	Displaying self-reliance and reduced dependence on others when performing individual tasks or responsibilities.
8	Democratic	Adopting a mindset, demonstrating actions, and exhibiting behaviors that prioritize and respect the rights and responsibilities of both individuals and the community.
9	Curious	The behavior and conduct of continuously seeking to deepen and broaden someone's understanding of something through further exploration and examination, beyond what has been learned, observed, or heard.
10	Nationalism	The mindset and actions focused on prioritizing national concerns above individual or collective needs.
11	Loving the Homeland	The mindset and behavior that demonstrate allegiance, concern, and gratitude towards the nation, considering its physical environment, social dynamics, cultural state, economic situation, and political landscape.
12	Rewarding Achievement	The behavior and conduct that inspire individuals to create something beneficial for society while also recognizing and celebrating the achievements of others.
13	Friendly/Communicative	Engaging in actions that reflect a joyous disposition towards conversing, communicating, and collaborating with others.
14	Love peace	The behavior, words, and actions that elicit feelings of happiness and security in others upon the presence of the individual.
15	Joy of Reading	The practice of dedicating time to reading materials that promote personal growth and development.
16	Environmental Awareness	The behavior and conduct of consistently preventing the degradation of the natural environment and actively participating in efforts to restore and rehabilitate areas affected by environmental damage.
17	Social Awareness	The behavior and conduct of consistently offering assistance and support to others.
18	Responsible	The behavior and conduct of consistently fulfilling tasks and responsibilities with the intention of benefiting oneself, society, the environment (including nature and culture), the nation, and acknowledging a higher power, God the Almighty.

In *Merdeka Belajar*, character education is prioritized through content on learning and the Pancasila student profile. The characters that are formed are formed, namely the important points in Pancasila, having noble character, piety, independence, thinking, critical, and being able to work together, and being creative (Maulida, 2022).

In the Regulation of the Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the Year 2020-2024, it is stated that the Pancasila student profile in it. The Pancasila student profile is a manifestation of Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila. The Pancasila student profile has 6 main characteristics, namely:

1. Having faith, fear of God and having noble character

A noble character in a student refers to someone who possesses qualities aligned with their belief in God, comprehends religious teachings, and manifests this understanding in their daily conduct. The essential components encompass faith, reverence for God, and moral values, including religious morality, personal ethics, interpersonal ethics, environmental ethics, and the character required to contribute positively to society.

2. Global Diversity

Global diversity implies that Indonesian students have the capacity to preserve their noble culture, local customs, and identity, while remaining receptive to other cultures. This fosters mutual respect and facilitates the

emergence of a positive culture that harmonizes with the nation's noble heritage. The key elements of global diversity encompass recognizing and valuing diverse cultures, possessing intercultural communication skills for interacting with others, as well as reflecting upon and taking responsibility for the experiences gained from diversity.

3. Mutual Cooperation

Mutual cooperation in this context refers to the capability of Indonesian students to effectively engage in voluntary collective efforts, resulting in smooth, effortless, and successful completion of tasks. The essential components of mutual cooperation include collaboration, empathy, and the willingness to share.

4. Independent

Independence entails that Indonesian students take responsibility for their learning process and outcomes. The crucial aspects of independence encompass self-awareness, understanding the surrounding context, and self-regulation.

5. Critical Reasoning

Critical reasoning refers to the capacity to objectively analyze information, both qualitatively and quantitatively, establish connections between different pieces of information, analyze data, evaluate arguments, and draw conclusions. The essential components of critical reasoning include acquiring and processing information and ideas, assessing and evaluating reasoning, reflecting on thoughts and thought processes, and making informed decisions.

6. Creative

Creative means students have the ability to modify and generate something new, meaningful, useful, and influential. The key elements of creativity involve generating original ideas and creating unique works and actions.

2.3 Merdeka Belajar

In law no. 20 of 2003 concerning the national education system article 1 paragraph 19, the curriculum is defined as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain goals. The curriculum is dynamic. In Indonesia itself, the curriculum has changed repeatedly starting from 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, 2013 and the latest is in 2022, namely *Merdeka Belajar*.

Merdeka Belajar is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies (Rau et al., 2022). Teachers possess the freedom to select from a range of teaching tools, enabling them to tailor the learning experience to match the needs and interests of their students. Projects aimed at reinforcing the development of the Pancasila student profile are designed around specific themes mandated by the government. These projects do not have a specific academic achievement target and are not bound by subject-specific content.

Jahari (2020) claimed that *Merdeka Belajar* is a policy introduced by the Minister of Education and Culture of the Republic of Indonesia. It serves as an evaluation of the existing education system and implements a framework to expedite the attainment of educational objectives outlined in the 2013 curriculum. *Merdeka Belajar* is designed to address the educational challenges posed by the 4.0 revolution era.

According to Vhalery et al. (2022), the establishment of four basic education policy programs, including the National Standard School Examination (USBN), the National Examination (UN), the Learning Implementation Plan (RPP), and the Zoning of New Student Admission Regulations (PPDB), is the Minister of Education (Mendikbud) Nadiem Anwar Makarim's most recent policy in *Merdeka Belajar*.

Meanwhile, about the textbook or module in *Merdeka Belajar*, the English textbook has three basic components consisting of evaluation, learning activities, and learning objectives. Kemendikbud also explained that the English textbook in *Merdeka Belajar* employs a comprehensive learning approach. The English textbook at *Merdeka Belajar* primarily aims to foster independent learning because the learning activities are student-centered rather than teacher-centered. In other words, the *Merdeka Belajar* English textbook places a priority on encouraging students to always try to be active and learn on their own (self-study) using the resources offered.

2.4 Previous Studies

There are some researches that conducted about content analysis that became the comparison and guidance for this research. The first research is from Lestari (2022), which she compared the content, language, differences, and similarities of two modules for junior high school with different curricula (K-13 and *Merdeka Belajar*) to look for similarities and differences. The book analyzed by the author is a book for 8th grade of junior high school level, namely “When English Rings a Bell” a revised edition written by Wachidah, Asep Gunawan, Diyantari, dan Yuli Rulani Katimah as a module for K-13 and “Modul Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19 untuk jenjang SMP Mata Pelajaran Bahasa Inggris untuk semester genap kelas VIII” published by Ministry of Education, Culture, Research and Technology (Kemendikbud). The result of this research showed that the English module at *Merdeka Belajar* had better content and language quality than the K-13 module, although there were some punctuation and writing errors in the *Merdeka Belajar* module.

The second research is from Fuad (2020) that aimed to analyze what cultural content is presented and how culture is presented in English textbooks by using theories from Coratazzi and Jin. The book analyzed by the author is a book for 7th grade of junior high school level in K-13, namely “When English Rings a Bell” textbook that published by Kemendikbud and “Bright an English 1” that published by Erlangga. The result of this research showed that English Textbook published by Kemendikbud presented source culture as the dominant culture (91.5%), target culture (8%), and international

culture (0.5%). Meanwhile, the dominant culture in English textbook published by Erlangga was target culture (43%), source culture (39%), and international culture (18%).

The third research is from Rahmawati (2018) that aimed to determine the suitability of materials in the textbook “Primary English of a Second Language” with the criteria of a good English textbook; aim and objective, facilitate teaching and learning process, activity/exercises, and vocabulary. The result of this research showed that the objectives of the textbook are in line with criteria of a good English textbook. In facilitating teaching and learning process, one of the 25 items offered does not match the criteria because it does not contain any contextual examples. However, the exercises/activities in the book do not meet the standards for a good English textbook because they do not include pair or group work and should be modified later. Additionally, they fail to meet the standards for a strong English textbook in terms of vocabulary because, out of the 25 chapters, ten do not introduce new vocabulary in the sections that follow. However, by providing supplemental materials while teaching the specific content, some gaps in the textbook can be filled.

Fourth is a research by Salsabila (2018), who identify 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”. The result of this research showed that the characters education based on K-13 was only found 15 characters with achievement appreciation as the highest rate of characters. Then, the

implementation of characters education valued, it was applied in two techniques, explicit and implicit where explicit technique is more dominant in the text or sentences.

Fifth, a research conducted by Shafwati (2016), who analyzed whether the content of two textbooks fulfilling the textbook evaluation criteria proposed by Cunningsworth, Harmer, and BSNP. The book analyzed by the author is a book for 11th grade of senior high school level in K-13, namely the official English textbook published by the government and a commercial English textbook published by a private publisher. The result of this research showed that both textbooks meet the criteria of a good EFL textbook in terms of aims, sequence, grammar content, topics, clarity of instructions, as well as durability and appearance. However, both textbooks have some flaws in terms of presentation of new material, vocabulary content, and the absence of methods for recycling and revision.

Then, Heim (2006) who analyzed, compared, and discussed about the similarities and differences between the content of two textbooks for upper secondary school. The result of this research showed that the textbooks have a good and some funny illustrations, the text are tidy, varied, well structured and the language mostly easy. However, some text are bring and do not generate motivation. In addition, the exercises are varied and instructive.