

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This chapter discussed the conclusions of the research results and some advices on research for students, English teacher, and also other researchers.

5.1 Conclusions

From the research that has been done, it can be concluded that the content of the two textbooks used in *Merdeka Belajar* curriculum is in accordance with the applicable curriculum standards. Then, related to the first objective, the character values found in the textbook published by the Kemendikbud entitled "English: Work in Progress" cover 5 character values in the Pancasila student profile. The character values in the textbook are: (1) global diversity, (2) mutual cooperation, (3) independent, critical (4) reasoning, and (5) creativity. From the character values found, mutual cooperation is the highest rate. Meanwhile, the character values of having faith, fear of God, and noble character is not found in this textbook.

Meanwhile, in the textbook published by private publisher entitled "Pathway to English for SMA/MA Grade X Phase E", all characters were found based on the Pancasila student profile, namely: (1) having faith, fear of God and have noble character, (2) global diversity, (3) mutual cooperation, (4) independent, (5) critical reasoning, and (6) creativity. From the character values found in the textbook, mutual cooperation is the highest rate and the lowest character is global diversity.

Then, regarding the second objective related to how the writers integrate character values into the book content, the researcher found that there are two techniques used, namely explicitly and implicitly. In both textbooks, the explicit technique is more dominant in conveying character values. Moreover, the researcher also concluded the similarities and differences in the two textbooks. The similarity of the textbooks is that most character values are spread in the reading section and speaking section, and the characters found are mostly expressed explicitly. Then, the difference between the two textbooks is not all the character education values are covered in the textbooks.

The textbooks studied by researchers are easy to find and use by the students and teachers because it available in print and soft file formats. Then, during this research, the researcher found it difficult to find references regarding character values in a concrete Pancasila student profiles.

5.2 Suggestions

Based on the conclusions above, there are several suggestions that researchers can give:

1. For teachers: The teacher as a facilitator and main figure emulated by students should set a good example. Moreover, in *Merdeka Belajar* curriculum, teachers are free to provide additional material from other sources as long as the competency achievements achieved by students remain in accordance with curriculum policies, so it would be better if

teachers look for additional material outside of textbooks related to student character development.

2. For students: They are expected to be able to apply the character values they have learned to everyday life, both in their school environment and in their social environment.
3. For future researchers: They further to be able to conduct further research on character education in *Merdeka Belajar* curriculum according to the scope of the Pancasila student profile and character education in the next developed curriculum.