

NILAI PENDIDIKAN KARAKTER DALAM TEKS BACAAN PADA BUKU “BAHASA INGGRIS” UNTUK KELAS SEPULUH SMA

Character Education Values in Reading Text “Bahasa Inggris” Textbook Grade Tenth of Senior High School

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Abstrak

Penelitian ini bertujuan untuk menemukan nilai pendidikan karakter paling dominan di dalam teks bacaan pada buku siswa “Bahasa Inggris”. Peneliti meneliti nilai pendidikan karakter berdasarkan ketentuan dari Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Menurut ketentuan dari Kementerian Pendidikan dan Kebudayaan Republik Indonesia, ada lima nilai pendidikan karakter yaitu nilai religius, nasionalisme, kemandirian, kerja sama dan integritas. Penelitian ini merupakan penelitian deskriptif kualitatif karena data yang dikumpulkan berbentuk kata dan kalimat. Penulis menggunakan buku teks “Bahasa Inggris” sebagai sumber data dan menggunakan *checklist table* untuk mengumpulkan data kemudian data tersebut dianalisa untuk mendapatkan hasil penelitian. Peneliti menganalisis nilai pendidikan karakter tapi hanya fokus pada teks bacaan. Setelah melakukan penelitian, terdapat 8 bab yang memiliki teks monolog dan ada sepuluh teks yang diteliti. Peneliti menemukan 62 kalimat yang mengandung nilai pendidikan karakter. Hasil penelitian menunjukkan satu kalimat dapat mengandung lebih dari satu nilai. Seluruh nilai pendidikan karakter telah disiratkan didalam teks dimana nilai religius ditemukan berjumlah 12 kalimat, nilai nasionalisme berjumlah 26 kalimat, nilai kemandirian berjumlah 26 kalimat, nilai kerjasama berjumlah 20 kalimat dan nilai integritas berjumlah 6 kalimat. Dari jumlah tersebut dapat ditemukan nilai pendidikan karakter yang paling dominan dalam buku ini adalah nilai nasionalisme dan nilai kemandirian.

Kata Kunci:

Buku Siswa
Nilai Pendidikan Karakter

Keywords:

Students Textbook
Character Education Value

Abstract

This study aims to find the most dominant character education value in the reading text of the "English" student book. The researcher analyzed the character education value based on the regulations of the Ministry of Education and Culture of the Republic of Indonesia. According to the regulations of the Ministry of Education and Culture of the Republic of Indonesia, there are five character education values, namely religious values, nationalism, independence, cooperation and integrity. This research is a descriptive qualitative research because the data collected are in the form of words and sentences. The author used the textbook "Bahasa Inggris" as the data source and used a checklist table to collect data then the data was analyzed to get the research results. The researcher analyzed the value of character education but only focuses on reading texts. After conducting the research, there are 8 chapters that have monologue texts and there are ten texts studied. The researcher found 62 sentences that contain character education values. The results show that one sentence can contain more than one value. All character education values have been implied in the text where religious values are found in 12 sentences, nationalism values in 26 sentences, independence values in 26 sentences, cooperation values in 20 sentences and integrity values in 6 sentences. From this amount, it can be found that the most dominant character education values in this book are nationalism values and independence values.

INTRODUCTION

The education system in Indonesia has been long implemented character education in the educational curriculum since 2013 Curriculum applied.

Character education is expected to shape the student's personality to become a good person because good character is something that must be possessed in one's soul in life. Meanwhile, the moral state of Indonesian teenagers is experiencing a mental

crisis. If this situation continues, then human resources for the future will be of poor quality.

Character can form a person to have a good personality, have a sense of responsibility, honesty, be wise in acting, and be able to respect others. Suyanto (Atika et al., 2019) argues that character is the characteristic of a person in thinking and behaving to live together in a family, community and state environment. Character education is done by getting used to it, one of which is getting used to reading (Musbikin, 2021).

One way for students to read books is to use textbooks that also contain character education in it. For students textbook is a tool that can improve their experience and the source to get information. (Wardani et al., 2019) claims that character education values can be entered in the element of schools such as lesson plan, media and materials. One of the learning media that has an important role is textbooks. Therefore, it is very important to evaluate the contents of the book and find out the quality, there is not only from academic point of view but also from moral value perspective according to the demands of the 2013 curriculum.

Textbooks commonly used in Senior High Schools in Indonesia are "Bahasa Inggris" published by the Ministry of Education and Culture of the Republic of Indonesia. The textbook contains a collection of material which is divided according to four skills that must be taught to students, namely reading, writing, listening, and speaking. Reading comprehension the texts is important to increase students knowledge. Besides get knowledge from their teacher, students can get more materials and knowledge after reading text because almost of material is contained in the reading text. The types of texts studied for class X SMA in this book are descriptive, recount and narrative. Therefore, reading text is the right medium to embed character education, students are expected

to be able to take the character values implied in texts that are presented.

To support this research, the researcher conducted research on several studies that recorded similar things. The last finding is come from (Wardani et al., 2019) entitled **"Analysis Of Character Education Values In The English Textbook For The Twelfth Grade Senior High School Students: Bahasa Inggris SMA/SMK"** In this study, researcher investigated what character education values are shown in English textbooks published by the Ministry of Education and Culture of the Republic of Indonesia for 12th grade students. Researcher analyzed the collected data by using content analysis. This research analyzed the speaking script in the textbook. The results showed that 17 character values were presented in English textbooks

METHODOLOGY

This research aims to analyze the character education value in the reading text. According to the research purpose, the researcher decided to choose document or content analysis method.

Content analysis is a method that applied to identify specific characteristics of text or images (Ary et al., 2010). The material that can be analyzed in content analysis is in the form of textbooks, newspapers, letters, diaries, films, reports and other documents (Ary et al., 2010). This research focused on examining the value of character education in the English textbook for the tenth grade of senior high school, so research technique is content analysis. The source of data for this research was reading texts selected from an English text book for tenth grade senior high school. The data taken from the "Bahasa Inggris" Textbook for grade X. This book was written by Utami Widiati, Zuliati Rohmah and Furaidah, published by the Center for Curriculum and Books,

Research and Development, Ministry of Education and Culture. The number of texts analyzed are four descriptive texts, four recount text and two narrative text.

Technique of Data Analysis

There are several steps to analyze the data. The process included several steps according to (Creswell, 2014), there are six steps in analyzing data:

1. Organizing and preparing the data for analysis

Researcher found the document that is the reading section in the book "Bahasa Inggris" for class X SMA students. This study only focused on reading the text and analyzing the value of character education in the text.

2. Read all of the data

Researcher read all reading texts contained in "Bahasa Inggris" textbook for tenth grade of Senior High School to get the data needed.

3. Beginning details analysis with coding process

The researcher took the reading text and classified it according to the five indicators of character education values by the Ministry of Education and Culture.

4. Using coding process

Coding process is used to generate descriptions and categories or topics for analysis. The researcher described about character education values are presented in "Bahasa Inggris" textbook to be analyzed.

5. Advance

Advance can be interpreted as how the explanation and subject are presented in a qualitative descriptive. Researcher used example of the interference to the discussion.

6. Interpreting

Researcher collected and interpreted the data that has been found in English books. Then the text was analyzed using indicators of character education values so that it can be classified according to the five indicators that have been set by the Ministry of Education and Culture of the Republic of Indonesia

FINDING AND DISCUSSION

Table 1. The Result of the Character Education Values in Reading Text

No	Indicator	Subvalue	Total
1	Religious	Respect, cooperation, solidarity, deliberation, Help each other, empathy, anti-discrimination, anti-violence and self-sacrifice	12 sentences
2	Nationalism	Patriotism, obey to the law, discipline, protect the environment, achievers, appreciation of national culture, protect the nation's culture, respect cultural diversity	26 sentences
3	Independent	Hardwork, professional, creative, courage, effort, lifelong learner	26 sentences
4	Cooperation	Respect, cooperation, solidarity, deliberation, Help each other, empathy, anti-	20 sentences

		discrimination, anti-violence and self-sacrifice	
5	Integrity	Honesty, Love the truth, loyal, moral commitment, anti corruption, responsibility, justice, respect for individual dignity.	6 sentences

Based on the research results of all the texts studied, from whole of texts totally 10 reading texts, researcher found 12 sentences containing religious values, nationalism and independence have the same number that are 26 sentences, 20 sentences containing the value of cooperation and 6 sentences that have the value of integrity. Based on the result of the research, the researcher found that there are two most dominant character education values in the reading text "Bahasa Inggris" textbook for tenth grade of Senior High School, namely nationalism and independent value.

CONCLUSION AND SUGGESTION

Based on the findings of research data and discussion on previous chapter, from whole of texts totally 10 reading texts, researcher found 12 sentences containing religious values, nationalism and independence have the same number of 26 sentences, 20 sentences containing the value of cooperation and 6 sentences that have the value of integrity. Based on the result of the research, the researcher found that there are two most dominant character education values in the reading text "Bahasa Inggris" textbook

for tenth grade of Senior High School, namely nationalism and independent value.

Researcher would like to make suggestions to the author of "Bahasa Inggris" textbooks for tenth grade of Senior High School to create more texts that include religious values and integrity. Furthermore, the researcher suggest that English teachers not only make this book as the one and only source of teaching materials, but also add material from other books and the next researcher understands this research to get more information or references about character education values in English textbooks.

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