An Analysis of Character Education in "English for Nusantara" Textbook for Eight Grade Students

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ABSTRACT

This paper was to analyze character education principles embedded in the English textbook "English for Nusantara" for eighth grade students in line with the Merdeka curriculum, explain skills embedded in learning resources covering six dimensions in Pancasila student profile. The study's subjects were English conversation scripts and images from English for Nusantara textbooks. The writers use a checklist as a tool for gathering data. One of the goals of the Merdeka curriculum is to create a Pancasila student profile, which the author employs the values of the Pancasila student profile established by the Republic of Indonesia's Ministry of Education and Culture. The Pancasila Student Profile's six dimensions were used to classify the characters from the textbook. The study identified six Pancasila Student Profile dimensions. The dimensions measured include faith, fear of God, noble character (24.96%), global variety (14.74%), mutual collaboration (13.16%), independence (20.4%), critical thinking (19.12%), and creativity (9.71%). The Pancasila Student Profile has 20 aspects across six dimensions. The characters in this book are primarily implicitly integrated. The "English for the Nusantara" textbook emphasized faith, fear of God, and noble character. Furthermore, the textbook emphasized the importance of manners towards others. According to Prismarani's (2014) character education classification, this textbook received a perfect score of 100%, indicating very high' quality.
Key words: analysis, character, textbook.

INTRODUCTION

The history of character education in Indonesia dates back to pre-independence, when religious teachings containing character values, such as Islamic teachings, adhered to many good character values. Following independence, legally character education existed, as evidenced by the formation of five Pancasila principles (Lubis, 2020). Character education has become a prominent issue in Indonesia, as the government has made it a national priority and movement since 2010 (Kurniyati & Arwen, 2020). The importance of character education lies in its ability to cultivate

values, traits, and behaviours that are essential for the development and well-being of the nation's future, particularly among the younger generation. (Patria & Mutmainah, 2018) (Tarmizi & Juarsa, 2021).

Pancasila Student Profile according to the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research and Technology) as stated in Minister of Education and Culture Regulation Number 22 of 2020 concerning Strategic Plans Ministry of Education and Culture 2020 - 2024, that "Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, devotion to Almighty God, and have noble character, global diversity, mutual cooperation, independence, critical thinking, and creative". Tricahyono (2022) in Fauzi, et.al (2023) states that the Pancasila student profile was created in response to concerns about students' character education beginning to deteriorate. As time passes and development advances, Indonesian students encounter identity disorientation. Departing from This problem is that the government has an initiative to benchmark Indonesian students. It includes character education. It takes the form of a Pancasila student who becomes a profile Indonesian student.

Textbooks are essential educational resources that serve as a cornerstone for both teaching and learning processes. According to Harmer, the most critical aspect of a textbook is how effectively teachers can engage students with the topics they will explore (Hirdayu et al., 2022). The use of textbooks offers significant benefits for both educators and learners. For teachers, textbooks function as a comprehensive reference and instructional tool, while for students, they provide a structured framework for understanding and exploring subject matter independently before classroom instruction. In the broader context of education, textbooks play a vital role in fostering character development among students. As primary learning resources, they have the power to shape students' moral, ethical, and social values. When textbooks are designed to integrate character education, they go beyond merely delivering academic knowledge. They actively guide students in developing a sense of responsibility, ethical awareness, and the principles needed to become well-rounded individuals. Such textbooks not only equip students with intellectual skills but also instill values that align with the ideals of being good and responsible members of society, as highlighted by Ubay (2019).

The textbook is the subject of the author's investigation this time. Field observations show that most educators and learners are currently using the Ministry of Education and Culture's "English for Nusantara" textbook. According to search results, both print and digital versions of this book are available. The author will conduct a content analysis of the reading and conversation texts from the textbook using the Pancasila student profiles. Based on the analysis's findings, in the form of descriptive qualitative data, conclusions will be made regarding how much of the Pancasila student profile's content can be included in a textbook. According to the findings of the study, the author anticipates that this research will serve as a standard

for future load analyses of Pancasila students using both comparable and different teaching materials.

LITERATURE REVIEW

Character education

Character education is a comprehensive approach to nurturing the development of an individual's moral, ethical, and social values. It focuses on cultivating virtues, traits, and behaviours that are considered essential for the well-being of both the individual and the broader society. Character education aims to shape individuals into ethical, responsible, and engaged citizens who can contribute positively to their communities and the nation. It involves the intentional and systematic development of character traits such as honesty, integrity, empathy. respect, and social responsibility. Through character education, individuals are encouraged to reflect on their actions, make informed decisions, and develop a strong moral compass that guides their interactions and decision-making processes. Ubay (2019) defines character education as a program implemented in educational systems intended especially to shape students' moral character and inculcate moral values in the institutions themselves. By modelling and instructing positive character education ideals, the use of character education in schools can assist pupils in developing values like responsibility and mutual concern. The goal of implementing character education in schools is to develop and generate pupils who possess both good character and high academic standing.

Textbook

The textbook is an essential resource and guide for both educators and learners in the teaching and leaming process. This is the most prevalent form of educational resource in all schools and educational institutions (Anggraeni, 2020). About educational book assessment, the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 25 of 2022 states that textbooks are publications produced for instructional purposes in line with relevant national education standards and curriculum. Primary textbooks are essential educational resources mandated by the relevant curriculum and supplied at no cost by the central government. Based on Bakken's opinion (2021) in most nations, textbooks are a necessary tool for education since they contain assignments that could affect the course of leaming of pupils. With some books including hundreds or even thousands of assignments, they are a main source of work for both classroom activities and homework. Nonetheless, textbooks cannot replace teachers or the curriculum; their effects on students' learning rely on how teachers understand and apply the textbooks and curriculum papers in the classroom. Textbooks are widely recognized as essential learning materials in the educational process. They serve as the primary source of information and guide the content and structure of the curriculum. Textbooks play a crucial role in shaping students' understanding, knowledge, and skills, as well as their attitudes, values, and

behaviors. Textbooks are more than just repositories of information: they are powerful tools that can profoundly influence the cognitive, social, and emotional development of students. By carefully selecting and designing textbook content, educators can leverage these materials to cultivate desired character traits, instill core values, and foster a well-rounded educational experience for students..

English for Nusantara

The "English for Nusantara textbook series is an English language curriculum designed by the Indonesian government for eighth-grade students. The English for Nusantara book aligns with the Merdeka Curriculum Learning Outcomes by engaging students.examining English through various topics, images, and characters, and enhancing students' confidence in utilizing the language. It also enhances pupils' linguistic competencies in hearing, speaking, reading, perceiving. writing, and representation. The elements of this book related to Pancasila student profiles and the United Nations Sustainable Development Goals (SDG) are significant, as they are integrated with English language training. These two points provide an opportunity to explore their experiences with mindfulness-related topics such as fitness, mental health, and the environment. These textbooks are components of a comprehensive endeavour by the Indonesian government to incorporate character education into the national education system, aiming to foster the character traits and values specified in the Pancasila student profile.

METHOD

Design and Samples

Using a descriptive research methodology and a qualitative content analysis approach, this study investigates the character education materials in the "English for Nusantara" textbook for eighth-grade pupils. Content analysis is a research method that involves the systematic examination and interpretation of textual data to identify patterns, themes, and meanings (Gianistika, 2022). It is a widely used approach in educational research, particularly in the analysis of instructional materials such as textbooks (Hakim & Huda, 2019; Patria & Mutmainah, 2018). The process of content analysis includes several key steps, such as defining the research objectives, selecting the relevant data sources, developing a coding scheme, and systematically analyzing the content to draw meaningful conclusions. This research centers on the "English for Nusantara" textbook, designed for eighth-grade students in SMP/MTs, which was published by the Indonesian Ministry of Education, Culture, Research, and Technology. The study delves into the incorporation of character education within the textbook, paying particular attention to character traits that align with the Pancasila Student Profile. This profile, promoted by the Indonesian Ministry of Education, serves as a framework for fostering values and competencies that reflect the nation's foundational philosophy of Pancasila, ensuring students' holistic development in line with national educational goals.

Instrument and Procedure

The research instruments for this study include a content analysis coding scheme and a document analysis protocol. Coding involves identifying, analyzing, and interpreting text to uncover patterns, create descriptive insights, and determine recurring themes within the data (Creswell, 2015). In this study, the coding framework will be specifically tailored to align with the values and characteristics outlined in the Pancasila Student Profile, ensuring that the analysis remains focused on relevant educational principles. Additionally, a structured document analysis protocol will be employed to systematically guide the detailed examination of the textbook content, providing a methodical approach to evaluate its alignment with the desired character education objectives.

Data Analysis

The researcher adhered to the analytical methodology delineated by Ary et al. (2010) as referenced in Liagustin (2023) to analyze the data through coding and reduction. The researcher carried out data coding and reduction based on the Pancasila Student Profile framework. This process involved a thorough analysis of both reading and conversational texts to identify the character education values embedded within the content. Any data that did not meet the research criteria were excluded to ensure the study's focus remained relevant and aligned with its objectives. This stage is an essential part of qualitative analysis, as it aids in identifying and refining categories and themes, allowing for a structured approach to data interpretation. Additionally, the researchers systematically represented and interpreted the findings through a structured analysis procedure, facilitating a comprehensive understanding of the character education values embedded in the texts. This phase involved assigning meaning to the data, narrating the findings, and providing logical explanations. To assess the presence and prevalence of Pancasila student profile dimensions within the textbook, the researcher calculated the percentage distribution of each dimension using the following formula:

$$\frac{a \text{ number of chacarter education found in the text book}}{a \text{ number of indicator of character education}} \times 100\%$$

Furthermore, the textbook was systematically evaluated and categorized according to the quality of character education it promotes, following the scoring criteria established by Prismarani (2014). These criteria classify the quality into five distinct levels: "Very High," ranging from 81% to 100%: "High," spanning 61% to 80%; "Quite High." from 41% to 60%; "Less High, covering 21% to 40%; and "Very Low," which falls between 0% and 20%. This detailed classification ensures a clear and structured assessment of the textbook's contribution to character education.

To confirm the accuracy of the data gathered throughout the research process, the researcher utilized various techniques. These techniques included:

1. Persistent Observation

As stated by Ghony and Almanshur (2012), persistent observation involves continuously seeking interpretation through various approaches in a consistent and iterative process of analysis. In this study, the researcher conducted observations and investigations with diligence, thoroughness, and depth, ensuring that the analysis was detailed and comprehensive.

2. Peer Reviewing

This technique involved sharing the research findings with peers for feedback. The researcher engaged in discussions with colleagues who were considered to have greater expertise or deeper understanding of the research topic, using their input to refine and validate the final results.

3. Expert Review

To enhance the overall credibility of the research and provide additional valuable insights, the data underwent a thorough validation process conducted by a qualified expert in the field. This expert. Mrs. Desi, M.Pd. who is a highly experienced and knowledgeable English educator, carefully reviewed and corroborated the findings. Her expertise not only lent greater reliability to the research but also contributed to a deeper understanding of the subject matter, ensuring the study's accuracy and relevance.

RESULT AND DISUSSION

The sixth dimension is distinguished by its emphasis on creativity, encompassing the ability to generate novel and original ideas, craft unique and distinctive works or performances, and engage in innovative thought processes. This dimension encourages individuals to think beyond conventional boundaries and explore imaginative approaches to problem-solving, ultimately leading to the development of alternative and inventive solutions to various challenges. Table 4.1 illustrates the frequency of characters encountered in reading and conversational texts.

Table 4.1. Findings Pancasila Student Profile – Frequency

Dimensions	Sub Dimensions	Total	Percentage
Dimension Of Faith, Fear of Almighty God, And Have Noble Character	Religious Character	15	4,7 %
	Personal Character	24	7,52%
	Manner Toward Others	25	7,84%
	Manner Toward Nature	20	6,27%
	Manner Toward Nation	10	3,13%
	Total	94	29,46%
Global Diversity Dimension	Understand And Appreciate a Culture	14	4,39%

	Intercultural Communication and Interaction	8	2,51%
	Reflection and Responsibility for The Experience of Diversity	14	4,39%
	Social Justice	11	3,45%
	Total	47	14,74%
Collaboration Dimension	Collaboration	21	6,58%
	Caring	11	3,45%
	Sharing	10	3,13%
	Total	42	13,16%
Independence Dimension	Understanding Of Self and The Situation Faced	26	8,15%
	Self-Regulation	18	5,64%
	Total	44	13,79%
Critical Thinking Dimension	Obtaining and Processing Information and Ideas	21	6,58%
	Analyzing and Evaluating Reasoning	25	7,84%
	Reflecting and Evaluating Own Thinking	15	4,7%
	Total	61	19,12%
Creativity Dimension	Generate Original Ideas	13	4,08%
	Produce Original Works and Actions	10	3,13%
	Have Flexibility in Thinking to Find Alternative Solutions to Problems	8	2,51%
	Total	31	9,72%
Total		319	100%

The analysis of Table 4.1 reveals that the English for Nusantara textbook encompasses all six dimensions of the Pancasila Student Profile, with each element integrated into the content. The dimension of "Having Faith, Fearing God Almighty, and Having a Noble Character" constitutes the largest portion at 29.46%. This dimension is further divided into subcategories: 4.7% religious character, 7.52% personal character, 7.84% manners towards others, 6.27% character towards nature, and 3.13% character towards the nation. The "Global Diversity" dimension accounts for 14.74% of the content, comprising 4.39% understanding and appreciating culture, 2.51% intercultural communication and interaction. 4.39% reflection and responsibility for experiencing diversity, and 3.45% social justice.

The "Mutual Cooperation" dimension makes up 13.16%, distributed among 6.58% collaboration, 3.45% caring, and 3.13% sharing. The "Independence" dimension totals 13.79%, with 8.15% focused on understanding oneself and the situation

faced, and 5.64% on self-regulation. The "Critical Thinking" dimension represents 19.12%, covering 6.58% obtaining and processing information and ideas. 7.84% analyzing and evaluating reasoning, and 4.7% reflecting and evaluating one's thinking. Lastly, the "Creative" dimension is 9.71%, which includes 4.08% generating original ideas, 3.7% producing original works and actions, and 3.7% demonstrating flexibility in thinking to find alternative solutions to problems. This comprehensive integration highlights the textbook's alignment with the Pancasila Student Profile, ensuring that students are exposed to a holistic approach to character and skill development.

The Pancasila Student Profile made it abundantly evident that the dimensions of having faith, fear of God Almighty, and moral character most often found expression. The most important was the awareness of self and the current circumstances. The least often expressed dimension was the Creativity one. Among its elements, intercultural communication and Interaction as well as mental flexibility to identify other answers to challenges were the least often occurring ones. The textbook included every 20 components of the Pancasila Student Profile. Based on Prismarani's 2014 assessment of textbook quality more especially, in relation to character education the "English for Nusantara" textbook came out with a flawless score of 100 percent, falling under the "very high" range. With a total of 319-character qualities consistent with the Pancasila Student Profile, the textbook comprised 15 conversational texts and 26 reading books. Here are some instances of the qualities the researchers noted:

1. **Have Faith, Fear of God Almighty, and Noble Character**

The textbook emphasizes the religious character, which includes acknowledging one's responsibility to love and care for oneself, others, and nature as prescribed by God. This is illustrated through examples such as Son saying Assalamu'alaikum when a son met his father after he had arrived at home (C1/CVT1/P25), the father said wa'alaikumsalam to his son (CI/CVT1/P25). Personal character reflects integrity, compassion, self-respect, and maintaining physical, mental, and spiritual health. This is evident in the conversational text of talking story about an ugly duck, where student C told about her feeling by saying she actually felt angry with the yellow ducklings (C2/CVT6/P98). Manner towards others involves recognizing human equality before God and prioritizing virtues like politeness and support. Examples include in the reading text about elephant and his friends, when the monkey said "You are too big" to the elephant (C2/CVT5/P64). Student B said "You're right. Here is a trash can!" (C3/CVT7/P133), and Pipit said "Thank you for reminding me, Galang" (C3/CVT9/P142). Character towards nature emphasizes environmental responsibility. The textbook provides practical tips on how to take care our environment (C4/CVT11/P186; C4/CVT12/P192). Character towards the nation includes celebrated the Independence Day (C1/CVT3/P34; C1/RT2/P43: C1/RT3/P50).

2. Global Diversity

The textbook promotes understanding and appreciating different cultures. exemplified by the traditional instruments like angklung, suling, and rebana (CI/RTI/P42). The intercultural communication is explicitly found in the text, it can be seen in the reading text that someone said "Great tips" and "I love recycling!" (C3/RT11/P152). The concept of reflection and responsibility for diversity is illustrated through learning about celebrated Independence Day, in the reading text said "It welcomed students from every grade to participate in many fun games" (CI/RT4/P54). Social justice is implicitly found in the ugly duck text when the Mother Duck's realization that one egg has not yet hatched shows awareness and responsibility (C2/RT5/P74).

3. Mutual Cooperation

Mutual cooperation includes collaboration, caring, and sharing. The students work together to keep their class clean by put their trash in the trach can, illustrating collaboration (C3/CVT7/P133). Sharing is shown when student A giving tips how to wash hand properly (C3/CVTS/P136) and when Kak Sinta demonstrates care and empathy by addressing the concerns of Monita and Pipit and offering a perspective that builds their confidence (C5/CVT 14/P239), Caring is depicted when A team of scientists from Texas University helped an injured sea turtle (C3/RT16/P210).

4. Independence Dimensions

Independence involves understanding of self and the situation faced and self-regulation. The writer's feeling about joining the parade when celebrated Independence Day reflects understanding of self and the situation faced (C1/RT1/P42). When the father told his son that he never give up when his team followed the panjat pinang, demonstrates self-regulation (C1/CVT2/P28).

5. Critical Thinking Dimension

The critical thinking dimension includes receiving and processing information, analyzing and assessing reasoning, and reflecting on one's thinking. The Ugly Duckling processes the situation when he realizes that his brothers and sisters do not accept him (C2/RT6/P77) and his question, "Am 1 too ugly?" reflects his attempt to understand the reason for his exclusion. His mother's response encourages him to evaluate himself beyond his appearance (C2/RT6/P77) exemplify analyzing and evaluating reasoning. Reflecting and evaluating one's thinking is shown in passages where Pipit said "From now on, I will turn the faucet off when I rub my hands." (C3/CVT9/P142).

6. Creative

Creativity entails generating fresh ideas, creating original works, and being flexible in thinking to find alternate solutions to issues. Sharing personal practices like sorting trash is an innovative way to inspire others demonstrates generating original ideas (C3/RT11/P152). Producing original works is depicted when The campaign materials, slogans, and widespread initiatives are innovative tools for promoting environmental responsibility (C4/RT17/P216) and the campaign adapts its messaging and mediums (TV, radio, online) to reach different audiences effectively (C4/RT17/P216) shows about have flexibility in thinking to find alternative solutions to problems. The "English for Nusantara textbook integrates these dimensions of character education, aligning with the Pancasila Student Profile and helping students develop a well-rounded character through diverse and practical examples.

CONCLUSION

The English for Nusantara textbook for eighth-grade students has effectively integrated the principles of character education, particularly within the domains of reading and conversational texts as demonstrated by the findings of this investigation and the ensuing discussion. The six dimensions of the Pancasila Student Profile were distinctly recognized in both the conversational and reading texts. These dimensions include faith, fear of God Almighty, and noble character, which encompass several subcategories: religious character, personal character. manners toward others, character toward nature, and character toward the nation. Furthermore, the dimension of global diversity is reflected through aspects such as reflection and responsibility for diversity experiences, social justice, and the understanding and appreciation of culture. This thorough incorporation of character education within the textbook ensures that students are introduced to fundamental values and competencies that align with the Pancasila Student Profile. The aspect of mutual cooperation that encompasses sharing, caring, and collaboration. The independence dimension encompasses self-regulation and a comprehension of oneself and the situation in which one finds themselves. The critical reasoning dimension encompasses the acquisition and assimilation of information and ideas, the analysis and evaluation of reasoning, and the reflection and evaluation of one's own thinking. The creative dimension, which encompasses the generation of original concepts and the production of original works and actions, as well as the ability to think creatively in order to identify alternative solutions to issues. Nonetheless, the researchers noted the presence of photographs illustrating this element, including those showing students conversing with individuals of other skin tones and religious affiliations. A predominant element encountered, with a percentage of 29.46%. This textbook mostly focusses on social issues rather than other topics. This suggests that the textbook emphasises characters linked to interpersonal connections, reflecting their nature as social beings. The implicit integration of characters is more prominent in the texts of this textbook. It relates to the improvement of pupils' abstract thinking and logical reasoning skills. Students possess the ability for critical thinking and can comprehend the implicit

meaning at this point.Additionally, students were capable of rationally addressing the issue by participating in a multitude of interconnected challenges. This indicates that the author appears to be interested in the cognitive and affective aspects of the student. Teachers derived the results. This textbook received a perfect score and was classified as very high in terms of the quality of character education. Additionally, the textbook's quality, which served as a benchmark for teacher. Despite minor errors, the textbook received a 100% grade for its relevance and quality in character education integration.

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