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The Moral Values Represent in Pictures of Prescribed English Textbook for Junior High School in Indonesia

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ABSTRACT

Moral and character education is taught holistic-integrated in Indonesia. It means that it is taught integrated into school subjects; language, math, science, etc. English, as a school subject in Junior High School, uses a textbook as learning sources. The textbook, entitle "When English Rings A Bell" is taken as the subject of the study because it is a mandatory textbook, printed by the Ministry of Education and Culture. It is also chosen because one of the core competences in the enclosed syllabus includes moral values and attitude competence. It consists of pictures. What moral values which are viewed by the pictures are researchable. This paper studies investigating the moral values in pictures of the prescribed English textbook. The researcher used a content analysis method to analyze data in depth. The result of the study revealed that pictures in the prescribed textbook view eighteen characters as

Pusat Kurikulum Kemendikbud stated, but the intensity of religiosity, patriotism, and nationalism is minimum.

Keywords: moral values, pictures functions, English textbook.

Introduction

Students brawl happens in many schools in Indonesia. Television media, social media release that the frequency is increasing, day by day. Data from several local e-news portals show this apprehension. *First*, (March 14th,2018) UGMnews entitle "Kekerasan Remaja Indonesia Mencapai 50%." In this article write data from UNICEF, 50% of teenagers' violence happens among Indonesian students. *Second*, (July 23rd, 2018) iNews.id entitle "KPAI Catat 161 Kasus Kekerasan Anak Di Bidang Pendidikan Selama 2018". This news portal writes that students' brawl and bullying happen in all education levels; SD, SMP, and SMA/SMK. It happens not only in big cities but also in rural. It happens almost in all provinces in Indonesia. *Third*, (September 12th, 2018) Tempo.co entitle " KPAI: Tawuran Pelajar 2018 Lebih Tinggi Dibanding Tahun Lalu." This article writes about the increasing number of students' brawl data, 12,9% in 2017 becomes 14% in 2018. An Indonesian researcher has done concerning this problem in 2016. Ulumudin states in his research that many factors behind the occurrence of students' brawl, which are direct factors and indirect factors. Direct factors are mainly long ongoing dispute that is brought over generations of students between the two sample schools, the location of schools which is adjacent to each other, the habit of going to and from school in groups, and the habit to bully (mock, insult, spit at) one another when passing by on the street. On the other hand,

indirect factors are family and school. A school policy alternative to cope with students' brawl is by enforcing school disciplines, for example through the imposition of punishment and reward and also forming and enforcing teachers' discipline at school. (Ulumudin, 2016).

All Indonesian schools are monitored under the Ministry of National Education and Culture. Those schools always upgrading any rules released by the ministry. The conditions of Indonesian students' characters get a serious response from the Indonesian Ministry of National Education and Culture. The Ministry designs the 2013 curriculum which differs from the previous curriculum. This curriculum contains moral values and attitude competencies, knowledge competencies, and skill competences. While the previous curriculum tends to emphasize only knowledge, the 2013 curriculum covers characters and skill competences. These differences aspects are written in several articles, *first,* (Darsih, 2014) said that teacher perception and understanding towards the 2013 curriculum is good but the implementation is still hard. Teachers should do extra efforts on applying the curriculum in the teaching and learning process, especially in the implementation of character implementation. *Second,*(Ramadhiyah & Lengkanawati, 2019) their study is highlighting the teacher's efforts in promoting learner autonomy in the 2013 curriculum. The students are still accustomed to the teacher-centered learning process.

2013 Curriculum, emphasizing autonomy learners, but still produces curriculum materials, such as a textbook. The mandatory English textbook in this study is an ELT textbook that is nationally used for Junior High School students, grade VII in Indonesia. The title of the textbook is "When English rings a Bell".

Previous research on textbook analysis will support the study of this ELT textbook. *First*, (Santoso et al., 2020) Santoso and friends study analysis of data, assuming the forms of words, phrases, or sentences that indicate character values, collected by observation and note-taking and it is studied with a referential identity method. *Second*, (Simanungkalit et al., 2019) This study is attempts Analysis on writing Exercises In English Textbook entitled "When English Rings a Bell". The objectives of this research are to know the types of writing exercises in When English Rings a Bell textbook based on the 2013 Curriculum. *Third*, (Jazadi, 2015) The writer argues that the national education system can be improved through developing character-based curriculum and textbooks by fulfilling four criteria, those are the adoption of a broader conception of the curriculum; participatory curriculum decision making; a critical analysis of characteristic values in textbooks; and developing character education by integrating good values into the textbooks and in other activities either planned or in those forming the hidden curriculum. From those three previous pieces of research, they stimulate the researcher to analyze in-depth ETL prescribed textbook. The researcher analyses in detail whether pictures in the prescribed textbook represent moral values. The researcher focuses on pictures in the themes in the textbook, then viewing with the characters' values as the Ministry of Education and Culture stated. The focuses of the study relate to the Research Problem; How are pictures in the textbook reflected the character values?

The study is structured as follows. First, it talks about the value of character education in Indonesia. It continues to the discussion about moral values in the English Language Teaching textbook. Second, I would like to present a

methodological consideration. Third, the data presentation, data analysis, and discussion as the core of this study are presented. Finally, the implication of this study is drawn based on the discussion.

1. *Character Education in Indonesia*

Character education has a wider definition than the character itself. Character education refers not only to the good and bad things but also how good is applied in real life. Therefore the students can know and apply character education in their daily life. (Bikowski & Casal, 2018). Mulyasa said that Character education is a system of character implementation (Mulyasa, 2011). Lickona said that there are three points in character education; moral knowing, moral feeling, and moral action. These three points should be integrated holistically during the process of educating. (Lickona, 1997)

Indonesia consists of various cultures, tribes, and religions. These different Indonesian citizens have moral knowing, moral feeling, and behaviors. Those process of character internalization refers to Lickona's theory (Lickona, 1997). From an educational point of view, educational outcomes are not only bright students but also good students. Therefor character education is the core of a school curriculum. (Nasional, 2010). Character which is integrated into school subjects are (1) religiosity (2) honesty, (3) tolerance, (4) self-discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) patriotism, (11) nationalism, (12) respect for others, (13) friendliness, (14) peacemaking, (15) love to read, (16)

environmental sensitivity, (17) social awareness and (18) responsibility. (Nasional, 2010)

Table 1
Characters Values and Indicators

No	Values	Indicator
1	religiosity	A good character of being obedient to the beliefs, tolerating to others, and being peacefully life
2	honesty	A good character of being a trusted person in verbal, nonverbal and actions
3	tolerance	A good character of being tolerant of other different religions, tribes, opinions.
4	self-discipline	A good character of being obedient and orderly to the rules
5	hard work	A good character of being diligent,
6	creativity	A good character of being creative
7	independence	A good character of being independent in doing the tasks.
8	democracy	A good character of being balance in evaluating the rights and duties
9	curiosity	A good character of being curious in the learning process
10	patriotism	A good character of being patriotic, placing the nation's interest above self and group interest

11	nationalism	A good character of being loyal, care, and highly appreciate the nation
12	respect for others	A good character of being productive in doing worthy things and respect for other compliments
13	friendliness	A good character of being a friendly person
14	peacemaking	A good character of being an open-minded person and peacefully person
15	love to read	A good character of being like to read any books, or other sources
16	environmental sensitivity	A good character of being loving nature and maintaining nature
17	social awareness	A good character of being helpful to others
18	responsibility	A good character of being responsible for his/herself, responsible for the society, responsible for the nation, and responsible for God

Translated from : Kemendiknas, 2010.

2. Character Education in ELT Textbook

2013 Curriculum, emphasizing autonomy learners, but still produces curriculum materials, such as a textbook. The textbook as silent partners shapes the interaction between students, a teacher, and instructional tools. A textbook is also a tool for getting the education goals. When developing the textbook, the government has recommended the local and global issues to get the goals, as (Xiong & Qian,
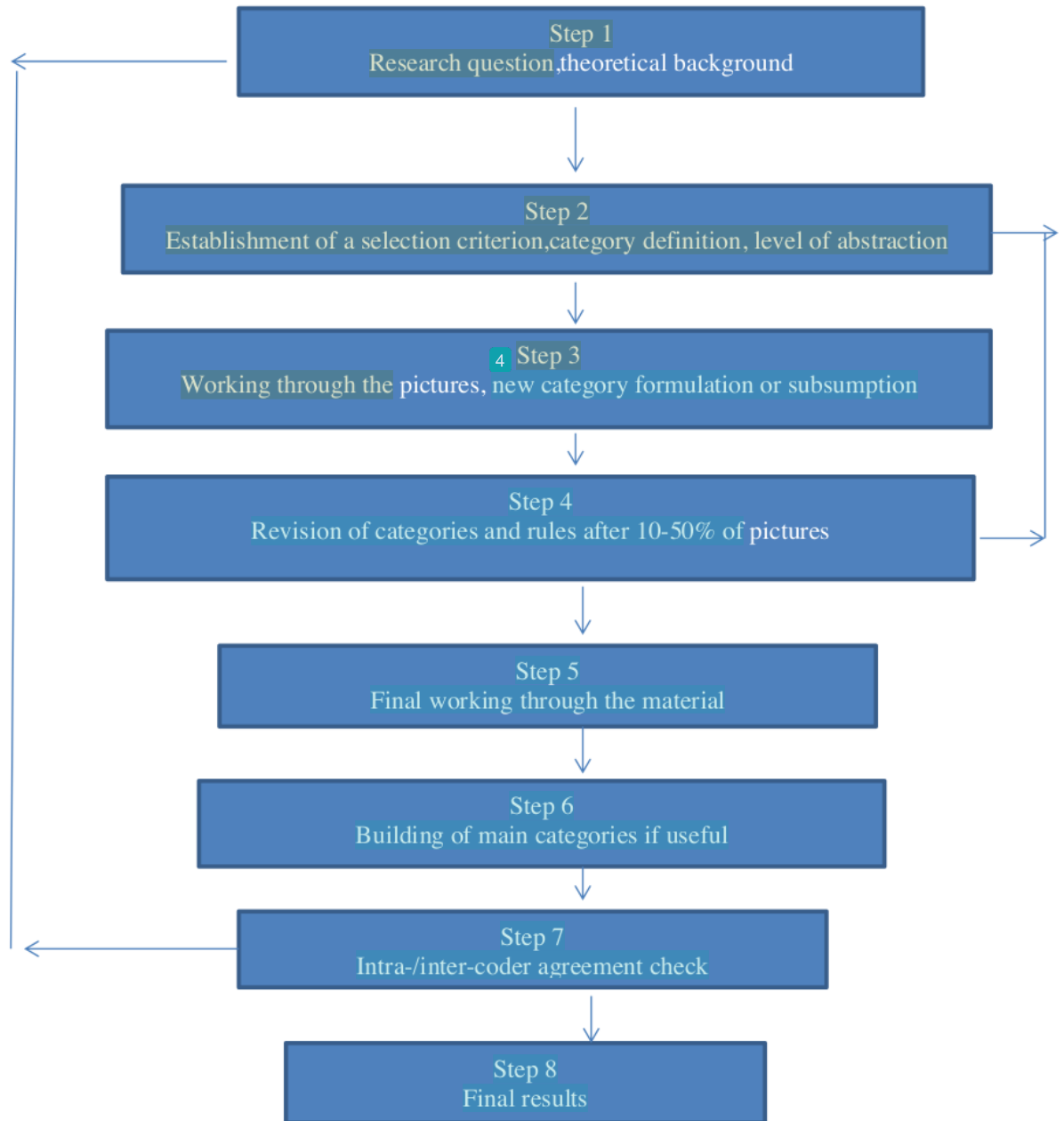
2012) argue in their research. We can find pictures, dialogues, texts, and exercises in the textbook. Character education can be found in the textbook. In this study, one textbook," When English Rings a Bell" Grade VII by Siti Wachidah, Yuli Rulani Khatimah, and Asep Gunawan was selected based on the following criteria:

1. this textbook is nationally used because this book is endorsed by the Indonesian Ministry of National Education and Culture.
2. this textbook was written by Indonesian writers. They understand the context of English Language Teaching in Indonesia.
3. this textbook was written based on the 2013 Curriculum guidelines
4. this textbook is chosen because one of the core competences in the enclosed syllabus includes moral values and attitude competence.

Methodology

This study is a content analysis because it examines in depth the moral values in the pictures in the textbook. The researcher using eight steps of inductive category development, written by Mayring to do the research. The procedures can be seen below:
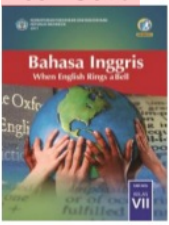
Figure 1. steps of inductive category development

| Step 1 |
| Research question, theoretical background |

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| Step 2 |
| Establishment of a selection criterion, category definition, level of abstraction |

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| Step 3 |
| Working through the pictures, new category formulation or subsumption |

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| Step 4 |
| Revision of categories and rules after 10-50% of pictures |

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| Step 5 |
| Final working through the material |

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| Step 6 |
| Building of main categories if useful |

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| Step 7 |
| Intra-/inter-coder agreement check |

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| Step 8 |
| Final results |

(Mayring, 2015)

Findings and Discussion

Table 2. Hidden Character values in the Pictures

in the Textbook Entitle "When English Rings a Bell" Grade VII

Unit	Theme	Pictures Artifact	Description	Page	Character values
	N/A	Book Cover	Several colored skin hands hold a globe	cover	• tolerance
1	"Good Morning. How are you?		A boy raises his hand A boy and a girl greet each other	p.1	• honesty • Independence •Respect for others •Friendliness •Social awareness
2	"It's Me!"		Several students raise their hand	p.21	•Honesty •Tolerance •Self-discipline •Hard work •creativity •independence •curiosity •respect for other •friendliness •peacemaking •environmental sensitivity •social awareness

					•responsibility
3	"What time Is It?"		A boy point at a calendar, there is a clock behind him	p.37	•Honesty •Tolerance •Self-discipline •Hard work •creativity •independence •curiosity •respect for other •friendliness •peacemaking •responsibility
4	"This is My world"		A girl raises her hand and stands at the yard	p.59	•Honesty •Tolerance •Self-discipline •Hard work •creativity •independence •curiosity •respect for other •friendliness •peacemaking •environmental sensitivity •responsibility
5	"It's a beautiful day"		Several students read a book at a yard	p.999	•Honesty •Tolerance •Self-discipline •Hard work •creativity •curiosity •respect for other •friendliness •peacemaking •love to read •environmental sensitivity •social awareness

					•responsibility
6	"We love what we do"		Several images show several activities	p.127	•Honesty •Tolerance •Self-discipline •Hard work •creativity •independence •curiosity •respect for other •friendliness •peacemaking •environmental sensitivity •social awareness •responsibility
7	"I'm Proud of Indonesia!"		Several students discuss about Indonesian map	p.166 p.176	•Honesty •Tolerance •Self-discipline •Hard work •creativity •independence •curiosity •patriotism •nationalism •respect for other •friendliness •peacemaking •environmental sensitivity •social awareness responsibility

8	"That's what friends are supposed to do"		A boy and a girl have their conversation	p.177	•Honesty •Tolerance •Self-discipline •Hard work •creativity •independence •curiosity •respect for other •friendliness •peacemaking •environmental sensitivity •social awareness responsibility

Table 2 shows that the eight themes have different pictures. Those pictures reflect certain characters. The table shows that pictures artifacts portray a variety of characters' values that both teachers and students can learn and discuss the characters so that they can enhance awareness of the characters' value that is found in the textbook. For example, in chapter one, the first theme, the picture of a boy raises his hand to reflect the character of honesty and independence of being a man. When honesty means a good character of being a trusted person in verbal, nonverbal, and actions, the pictures show a boy's character of being a trusted person in the terms of communication. He uses body language (raising his hands) to give the clue that he starts communicating. The picture also portrays that he is an independent person. On the other hand, the second pictures at the first themes portray friendliness and social awareness. The boy and the girl show the process of communication, by using several gestures, such as opening two hands and having a good response faces. In the second theme, it is about a picture of several boys and girls raising their hands together in the

theme "It's me". It shows the character of honesty, tolerance, self-discipline, hard work, creativity, independence, curiosity, respect for other, friendliness, peacemaking, environmental sensitivity, social awareness, and responsibility.When the researcher go further to the eighth themes, it shows that pictures in the prescribed textbook view eighteen characters as *Pusat Kurikulum Kemendikbud* stated, but the intensity of religiosity, patriotism, and nationalism is minimum.

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