Character Education Values on English Textbook for the Ninth Grade of Junior High School

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Abstract

The objective of this research is to describe character education values that integrated in the English textbooks entitled *Think Globally Act Locally* for ninth grade of Junior High School. Researcher used Qualitative and descriptive approach that also known as descriptive qualitative as the research design. Researcher uses student's English textbook entitled *Bahasa Inggris: Think Globally, Act Locally* as the data source which expected has 18 educational values as mentioned in *Presidential Decree No.87 of 2017 on Strengthening Character Education* included: (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard-working, (6) creative, (7) independence, (8) democratic, (9)curiosity, (10) nationalism,(11) patriotism, (12)appreciation, (13) communicative and friendly, (14)peace-loving, (15) keen of reading, (16) environmental care, (17) social care (18) and responsibility.The study found only 12 of 18 values, they are religious, honesty, hardworking, creative, independent, curious, appreciative, friendly/communicative, keen of reading, environment care, social care, and responsible.

Keywords: Character Education Values; English text book; Junior High School

1.Introduction (Capitalized first letter, Times New Romans, Bold, 10 pt)

The current curriculum applied in Indonesia is the 2013 Curriculum. Character education is one of the goals applied to the current curriculum with a national movement that creates schools that have a young generation that is responsible, cares for others witha character teaching model through an emphasis on values universal (Abourjilie, 2001). Itis emphasized again by Faiziyah & Fachrurrazy (2013) that character education is a program that has become the main feature of the 2013 Curriculum which has been socialized by the government since 2010, therefore all schools are obliged to implement this

program.

In year of 2018/2019, the minister of education and culture applied the curriculum 2013 revised edition 2018. The purpose of the curriculum itself is to prepare Indonesian students to be characterized people and contribute in social life. Character is the strategy developed by the teacher so that students can become good individuals in the future. Withthe implementation of this strategy, students can become useful people for society and thecountry. Likewise, students can be kept away from actions violate norms. In "*Presidential Decree No.87 of 2017 on Strengthening Character Education*", it mentioned character education values in, there are : (1) Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard-working, (6) Creative, (7) Independent, (8)Democratic, (9) Curious, (10) Patriotism, (11) Nationalism, (12) appreciative, (13)Friendly/Communicative, (14) peace-loving, (15) Keen of reading, (16) Environmentcare, (17) Social care and (18) Responsible.At this time Teacher needs to deliver character education in every student's learning process. If teachers want their student having a good personality, they should deliver media which contains character education. The media can be found from movies, songs, newspapers and also textbooks. But the research focuses on the textbook because the government instructs teachers to include character education as values in the teaching andlearning process including the use of books (Wardani and Tasnim, 2019).

With the existence of character education within the scope of the 2013 curriculum, students can improve educational results that lead to the formation of their own character.Based on the Institute for Educational Material Development (2011) in Permatasari (2012: 31) states that a textbook is a teaching tool that presents subject matter determinedby the curriculum which shows that a comprehensive understanding of the textbook is written based on the curriculum. Hence the role of the teacher who must know how to choose a good textbook. A good textbook is one that fits the curriculum and level of the student. It is emphasized again that *"Textbooks are the main learning resource for achieving basic competences and core competencies and are declared appropriate by theMinistry of Education and Culture for use in educational units"* (Ministry of Education and Culture, 2016).

Cunningsworth (1995:7–15) textbooks have to correspond to student's needs, assist to equip students to use language successfully for his or her personal functions, facilitate studying process, have a clear position in mediating the goal language and thestudent. Participants will not only learn English, but they can also learn good character values to help point them on the right path through their adolescence. Fahmy, et al. (2015) stated that character education is very important, especially for students, because it can be used to develop the knowledge and skills of students in formal education. Textbooks are very important for teachers and students because without textbooks it is difficult to carry out learning activities. Modern textbooks are not only complete but must have an interesting, varied, inviting, and so on in appearance.Equipped with photos and pictures, and an allusion to the types of things that the authorthinks will be of interest to students (Lier, 1996: 208).

Curriculum

Human tendency to communicate and interact is not a phenomenon that emerges recently. These symptoms appear in line with the development of human civilization. Whether for the motive of developing power, politics, survival, and slavery; it has been a long time since humans are out of their closest social environment. This is what leads to the movement of people from one region to another, both in the form of individuals/families and in large waves.

There are some characteristics of Curriculum 2013, *Standar Kompetensi Lulusan* (Graduate Competency Standard) contains attitude, knowledge and skill that formulated asstandard competency. Students must have them after finishing every learning process.*Kompetensi Inti* (Core Competency) and *Kompetensi Dasar* (Basic Competency), Based on *Permendikbud No. 24 Tentang KI dan KD Mata Pelajaran Kurikulum 2013*, it stated that Core competency is level of abilities to reach Graduate Competency Standard that students must possess it. Basic Competency is a group of minimum ability and material that should bereached by students for each subject that directed to Core Competency. The core competencycontains: (1) KI 1 Spiritual, (2) KI 2 Social, (3) KI Knowledge and (4) KI Skills. The basic Competency contains ability and material that formulated in every subject that directed to Core competency. Core Competency and Basic Competency are used to develop a textbook.

Definition of Textbook

Oxford Learner's Dictionary defined Textbook as "a book that teaches a particular subject and that is used especially in schools and colleges". Meanwhile Cunningsworth (1995) defined Textbook as book that used as a tool for students in learning at school. Brown(1995) as quoted by Islam, M (2013) stated that the existence of the textbook is important to help the teaching-learning process.

While the EFL book is used to help students increase their knowledge of English in termsof language skills, information about countries that use English and also learn about the culture of countries that use English. So that students can recognize and interact with English native speakers from different country and culture (Radic-Bojanic & Tapolov, 2016).Cunningsworth (1995) stated that the best textbooks are those that can reach the target needsof students

Definition of Character Education

According to Arthur (2008), character education is a direct approach to moral education to prevent students from doing actions that harm themselves and others. Lickona (2004) citedby Protz (2013) stated that character education is teaching that is applied to develop a good character that has benefits to students and the whole community. Utami (2020) defined character education is an effort to educate students in order to form good character. Lickona (2004) recommends that these character values should be integrated into the curriculum.

Researcher found that school is a strategic place to integrate character education.

Lahey, J. (2013, 15 May) mentioned the benefits of integrating character education at school: (1) Can increase student attendance, (2) Decrease violence, (3) Decrease the problem of discipline, (4) Prevent drug abuse, (5) Decrease acts of vandalism and (6) Reduce acts of vandalism.

There are 18 character education values were mentioned by Ministry of education (2010,p. 9-10):

o Religious. Attitudes and behavior that are obedient in carrying out the teachings of the religion they adhere to, tolerant towards the implementation of the worship of other religions, and live in harmony with followers of other religions. Example: every Sunday, Sony prays at the Church.

o Honest. Behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work. Example: Rudi is telling her father that he was the one who broke the lamp.

o Tolerance. Attitudes and movements that appreciate differences in faith, ethnicity, point of views, attitudes, and behavior of people who are different from themselves. Example: Abdul and Liem support their country even they are from different ethnicity.

o Discipline. Actions that show orderly behavior and comply with various rules and regulations. Example: Eko always comes on time to school so that he is not late.

o Hard work. Behavior that shows a genuine effort to overcome various obstacles to learning and assignments and to complete tasks as well as possible. Example: Tono sells his shoes to pay his school fees.

o Creative. Thinking and doing something to produce a new way or result from something that is already owned. Example: He is able to make a belt that made of buffalo skin.

o Independent. Attitudes and behaviors that are not easily dependent on others in completing tasks. Example: Sulthan is able to finish his homework without asking for help.

o Democratic. A way of thinking, behaving and acting that values the rights and responsibilities of oneself and others. Example: selection of class chairman can be carried out by selecting one of the predetermined candidates.

o Curiosity. Attitudes and actions that always seek to know more deeply and broadly from something that has learned, seen, and heard. Example: Thoriq is trying to recognize the names of national heroes.

o Nationalism. A mindset, implementing and having an perception that the interests of the nation and the state above the interests of themselves and their groups. Expert: Solo Batik is an art that must be preserved by the Indonesian people.

o Patriotism. A way of thinking, behaving, and acting that shows loyalty, concern, and high respect for the nation's language, physical, social, cultural, economic and political environment. During the colonial period, the heroes fought for the independence of Indonesia.

o Appreciation. Attitudes and actions that inspire him to provide something beneficial for society, and understand and appreciate the accomplishment of others. Example: Soekarno received a lot of praises for his services to Indonesia.

o Friendly / communicative. Actions that show enjoyment of talking, associating, and cooperating with others. Example: There needs to be cooperation in making scale models.

o Peace-loving. Attitudes, words, and actions that cause other people to feel happy and secure in their presence. Example: Problems can be solved by discussing with each other.

o Keen of reading. The habit of taking time to read various readings that are good for him. Example: Mother says that books are bridges of knowledge.

2. Method

In this study the Researcher uses qualitative and descriptive approach that also known as descriptive qualitative. Descriptive qualitative is a method that used to describe or visualize data that can be found from events, phenomenon and social situation etc. in this method, the Researcher wants to describe the character education values that integrated in reading text of the textbook entitled *Bahasa Inggris: Think Globally Act Locally (2018 revised edition)* for ninth grade students of Junior High School.

In this study, Researcher uses student's English textbook as the data source which expected has 18 educational values as mentioned in *Presidential Decree No.87 of 2017 on Strengthening Character Education* included: (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard-working, (6) creative, (7) independence, (8) democratic, (9) curiosity,

(10) nationalism, (11) patriotism, (12) appreciation, (13) communicative and friendly, (14) peace-loving, (15) keen of reading, (16) environmental care, (17) social care (18) and responsibility. The textbook which Researcher's studied is *Think Globally Act Locally* (2018 revised edition). The *Think Globally Act Locally* was written by Siti Wachidah, Asep Gunawan and Diyantari. The writers are people it was published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The authors of this textbook are people who have experience in the field of English education as stated in authors. The Researcher chose this textbook as the object of research because it was used as the main textbook for schools implementing the 2013 curriculum there is no research related to this book.

To check the validity of the data, the researcher uses triangulation of data sources. This triangulation involves data obtained through documentation or archives relating to the value of character education. Checking the data can be done by researchers when they get the data and then crosscheck it with archives related to the value of character education. The archive is the table of indicator of success in the development of character education made by the ministry of education which found in *Bahan*

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3. Findings

Table 1: Observation Checklist of Chapter 1

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious	✓		8, 12
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working	✓		4
6	Creative	✓		14, 14
7	Independent		✓	
8	Democratic		✓	
9	Curious		✓	
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative	✓		2, 3, 3, 3, 4, 8, 11, 11, 12, 12, 12, 12, 14, 15, 15
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environmental care	✓		12, 15
17	Social care		✓	
18	responsible		✓	

In the chapter 1, Researcher found 5 character education values. There were religious,hard-working, creative, appreciative, and environment care. The most dominant value wasappreciative and the least use of character education value was hard-working value. The following sentences are claimed that contains education character values:
Page 2-

Teacher	:	**The winner of the story-telling competition in this class is Lina. Congratulations, Lina!** (Appreciative)
Lina	:	Thank you, Ma'am. Thank you, everybody!
Edo	:	**Lina, you are a very good story teller. I'm sure you will win the school's story-telling competition. Goodluck** (Appreciative)
Lina	:	Thank You Edo
Unnamed Girl	:	**Congratulations on being the champion of the class, Lina! I hope you will be the winner of the school competition too (Appreciative)**
Lina	:	Thanks, I hope so, too
Unnamed Boy	:	Lina Im happy for you. Congratulations! I hope you win the first prize in the school competition (appreciative)
Lina	:	**Yes, its my dream and I have practiced everyday for the last two months with my dad.** (Hard working)
Siti	:	Sure you have to work hard for your dream. Good luck!
Lina	:	Thank you Siti, Udin, for your support

The dialogue above represented appreciative value as the Lina's teacher and her friendscongratulating her for winning story telling competition. In these sentences that contained appreciative value can be validated as described in the indicator that appreciative can be realized by giving appreciation for the work of students. Also there was a sentence that contained hard-working value when Lina explained her struggle win the prize of the competition. In these sentences can be validated as described in the indicator that hardworking can be realized by showing sincerity in completing tasks.

Table 2: Observation CCecklist of CCapter 2

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working		✓	
6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious	✓		19, 25, 25
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care	✓		19, 22, 22
17	Social care	✓		19, 20, 21, 29, 29, 29
18	responsible		✓	

       In chapter 2, Researcher found 3 character education values. The values were curious, environment care, and social care. The most dominant values that is used in this chapter wasSocial care. Meanwhile the lowest value was discipline value. The following sentences are claimed that is implementation of education character values:

Page 19

Siti	:	Hi dayu, **have you taken any medicine, yet?** (curious)
Dayu	:	Yes, I have. But it only helps a little
Siti	:	Maybe you just have to take some rest in order to get well soon.
Dayu	:	You are right. In fact, I have been to the toilet many times today
Edo	:	Poor you. You need to drink a lot of water so that you will not get rehydrated.
Dayu	:	This is a good lesson for me. I never care what I eat
Udin	:	Right. **Guys, don't forget to wash your fruits and vegetables before youeat them so you will not take any germs into your tummy.** (Environment **care)**
Dayu	:	Yes, boss. You are right. We should clean our food well. I should be more careful now.
Lina	:	**Dayu, you look very pale. I think you need to see the doctor soon in order to get help. Don't take diarrhea lightly.** (social care)
Dayu	:	No, of course not. Actually, my mom is on her way from the office to take me to the hospital.
Siti	:	Good. We'll help you to get ready now.

Based on text above, there are 3 character values were implemented on it. They were curious, environment care, and social care. Curious was implemented as Siti ask if dayu has taken the medicine or not. Meanwhile environment care was applied when Udin informed hisfriends about the importance of keeping food clean. Lina ask Dayu show her attention by asking Dayu to see the doctor, and it is the implementation of social care value. Siti's curiosity can be validated as described by the indicator that Curious can be implemented by trying to find out what has just been obtained. Udin's sentence can be validated as described by the indicator that environmental care can be carried out by maintaining cleanliness and environmental sustainability. Lina's action can be validated as described by the indicators that social care can be implemented by carrying out social activities.

Table 3: Observation Checklist of Chapter 3

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working		✓	
6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious		✓	
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care		✓	
17	Social care		✓	
18	responsible		✓	

In chapter 3, the researcher did not find any text which is a form of implementation ofcharacter education values.

Table 4: Observation Checklist of Chapter 4

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working		✓	
6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious		✓	
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care		✓	
17	Social care		✓	
18	responsible		✓	

In chapter 4, the researcher did not find any text which is a form of implementation ofcharacter education values.

Table 5: Observation Checklist of Chapter 5

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working	✓		81, 101, 102
6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious	✓		82, 82, 83, 84, 84, 89, 89, 89, 89, 95
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading	✓		100
16	Environment care		✓	
17	Social care		✓	
18	responsible	✓		84, 89, 101

Researcher found 4 character education values in chapter 5. Hard-working, curious, keen of reading, responsible were values that implemented in this chapter.
Page 81: Dialogue 2

Siti	:	Udin, let's go out. Everybody is staying outside.
Lina	:	**Be, quiet, please. I'm trying to concentrate. I'm studying history for the test tomorrow.** (Hardworking)
Edo	:	**Let's go to your mum and ask her how to make stuffed tofu.** (Curious)
Udin	:	Today she is in *Posyandu* till late afternoon. She's doing vaccination for the babies and small kids in my neighborhood

Page 82 Dialogue 4
Lina	:	**Where is Edo? He usually comes earlier than me.** (Curious)Dayu: He cannot come to the study-group meeting today.

Page 83 Dialogue 6
Siti	:	**Beni, you look very serious!** (Curious)
Beni	:	Yes, I'm doing the task to describe girl in this class to criticize her

Page 84 Dialogue 7
Dayu	:	**Are you mopping the floor again? You've just finished mopping it, haven't you? (Curious)**
Siti	:	**Well, I tripped over the stool and fell and spilled my milk all over the floor**.(responsible)

Page 84 Dialogue 8
Siti	:	**Where are the others? They are not having lunch now? (curious)**
Edo	:	No. they are all in the library

        In dialogue 2, Researcher found hardworking value in Lina's statement. It stated that Lina chose to prepare for history examination than gather with his friends. Curious value wasfound as Edo in dialogue 3. He wanted to know about the way to make stuffed tofu from Lina's mother. Dialogue 4 represented curious value, it's stated when Siti questioned

Dayu about Edo's existence. Meanwhile, another value implemented in Dialogue 6, it stated in Siti's curiosity on Beni's activity. Dialogue 7 contained 2 values, they were curious and responsible. Therefore there is a sense of responsibility to Siti. In the last dialogue, it presented curious value as Siti questioned where her friends when lunch time. Lina's sentence can be validated as described by the indicators that hardworking can be implemented by trying to overcome obstacles in the learning process, especially always focusing on lessons. The sentences which contained curious value can be validated as explained by the indicator that curious can be implemented by finding out in depth about the information that has just been received. Siti's action can be validated as described by the indicators that responsible can be implemented by taking actions that are their obligations that must be carried out

Table 6: Observation CCecklist of CCapter 6

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working		✓	
6	Creative	✓		110, 112
7	Independent	✓		112
8	Democratic		✓	111, 111, 112, 112, 116, 117
9	Curious	✓		
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative	✓		109
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care		✓	
17	Social care	✓		109, 110, 112, 112
18	Responsible		✓	

Researcher found 5 character education values that applied in table 6. They were creative, curious, friendly/communicative, independent and social care. In chapter 6, curious is the dominant value among the others. Meanwhile, friendly is the lowest value.

Page 109-110

Edo : Dayu, I really enjoyed our visit to orphan home last week. It was really a goodidea to celebrate your birthday there. (Page 109)

Dayu : Hi, Edo. Yes, it was really fun. They were happy too. You know what? **I have visited the orphanage five times so far**. (social care)

Siti : Wow! **No wonder you and the kids seemed to know each other**. (communicative/friendly)

Dayu : Not really. Although I have been there five times, I haven't met one of them quiteclosely. I have met Riri three times, but I haven't had a chance to talk to herpersonally. She has been busy lately.

Lina : I have never been to an orphanage even once.

Edo : Why don't we plan visit to the orphanage again during the creativity week next month? Our class never has a program for children in an orphan home.

Udin : I agree one hundred percent with Edo. We can make a useful activity with them. We chip in to buy snacks and drinks to eat together with the kids. (page 110)

Dayu : That will be great. I can't wait. My sister has just been to orphanage, too. **Last week her class went to the orphan home on Jalan Pattimura to bring them some new books for the library** (social care). My sister has come there twice toteach the young children to read and write.

Udin : What a brilliant idea! I have an idea now. Why don't we teach them English song? **We can teach them to sing the song first and then ask them to sing togetherwith us** (creative). Edo will play guitar for us. Or we can alsoread them a shortstory in English.

Dayu : Good ideas. But, it's time to class now. Let's talk about it more seriously soon because

we need to meet the head of orphanage for permission at least one monthbefore the visit.

Based on conversation above, there were social care, communicative friendly, and creative which applied on this conversation. In social care value, it can be seen in Dayu's statement. It stated that Dayu showed her care by visiting orphanage five times. Likewise with her sister, she showed her social care for orphans by bringing new books to their library.Communicative/friendly value showed on Siti's statement, Siti is not surprised that Dayu is close to the children in the orphanage. Creative value was implemented in Udin's statement. udin suggested learning by singing songs with the orphanage children. The sentences which applied Social care value can be validated as described in the indicator that the value of socialcare can be applied by creating and carrying out social activities. Siti's statement can be validated as explained in the indicator that the friendly/communicative value can be applied by taking actions that show a sense of socializing with other people. And Udin's sentence canbe validated as described by the indicator that creativity can be done by doing something to produce new result.

Table 7: Observation Checklist of Chapter 7

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious		✓	
2	Honesty	✓		141
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working		✓	
6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious		✓	
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care		✓	
17	Social care	✓		141
18	Responsible		✓	

In chapter 7, Researcher found only 2 character education values in page 141. They werehonesty and social care. The following are the results of the analysis of the researchers regarding chapter 7:
On the commemoration of his father's day he (younger brother) invited his older brother to come to his house (social care). Thinking that his brother had poor House, the Big Brother refused to come. But because his younger brother insisted, he and his wife finallydecided to come. When they go to the younger brother's house, they were surprised to see that he was now very rich. **He asked his younger brother how he had got all his wealth, and the younger brother was happy to tell him the truth**. (Honesty)

Table 8: Observation Checklist of Chapter 8

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working		✓	

6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious	✓		149, 150, 151, 151
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative	✓		149, 150, 150, 150, 150, 150, 150, 151, 151
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care		✓	
17	Social care		✓	
18	Responsible		✓	

In chapter 8, it found only two values of character education. Curious and appreciativewere values that implemented in this chapter. Appreciative is the dominant character education values.

Page 149: Dialogue 1

Bill   :   This awesome gift was given to me by my friend

Harry   :   **Wow, that looks nice!** (appreciative) **What is it called**? Is that made in Indonesia? (curious)

Bill   :   Yes, it is. This is called an angklung. Angklung is a musical instrument from the Sundanese culture of West Java. It is made of bamboo. It is used to play not onlytraditional but also modern music.

Table 9: Observation Checklist of Chapter 9

| NO | Character Education Values | Existence | | Found on page |
		YES	NO	
1	Religious		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working		✓	
6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious		✓	
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative		✓	
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care		✓	
17	Social Care		✓	
18	Responsible	✓		

Researcher found one value that contained in chapter 9. Responsible is the only valuethat is implemented in this chapter.

Page 183:

<div align="center">TAX</div>

Responsible citizens and companies pay tax regularly (responsible). Text is money that is paid to the government. There are different kinds of tax: income tax, property tax, Service tax, sales tax, and so on. Tax is also paid on goods and services. People they tax according to their income and business tax according to their profits. The money that the government get from tax is often called tax payers with. Taxpayers money the government can too many use for programs that benefit the citizens The Government Can Build and maintain roads Public transportation, health-care system, education, sanitation, public safetyand so on. Good public services can only realized if people and business companies

pay tax.

NO	Character Education Values	Existence		Found on page
		YES	NO	
1	Religious	✓		205
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard-working	✓		205
6	Creative		✓	
7	Independent		✓	
8	Democratic		✓	
9	Curious		✓	
10	Patriotism		✓	
11	Nationalism		✓	
12	Appreciative		✓	
13	Friendly/communicative	✓		205
14	Peace-loving		✓	
15	Keen of reading		✓	
16	Environment care		✓	
17	Social care		✓	
18	responsible		✓	

In chapter 10, the researcher did not find any text which is a form of implementation ofcharacter education values.

Discussion
In this section. The researcher will discuss the value of character education listed in thetable and relate it to relevant previous studies

Table 12: Total of the values

Values/CCapter	1	2	3	4	5	6	7	8	9	10	11	existence
Religious	2	-	-	-	-	-	-	-	-	-	1	✓
Honesty	-	-	-	-	-	-	1	-	-	-	-	✓
Tolerance	-	-	-	-	-	-	-	-	-	-	-	-
Discipline	-	-	-	-	-	-	-	-	-	-	-	-
Hard-working	1	-	-	-	3	-	-	-	-	-	1	✓
Creative	2	-	-	-	-	2	-	-	-	-	-	✓
Independent	-	-	-	-	-	1	-	-	-	-	-	√
Democratic	-	-	-	-	-	-	-	-	-	-	-	-
Curious	-	3	-	-	10	6	-	4	-	-	-	✓
Patriotism	-	-	-	-	-	-	-	-	-	-	-	-
Nationalism	-	-	-	-	-	-	-	-	-	-	-	-
Appreciative	15	-	-	-	-	-	-	9	-	-	-	✓

Friendly/communicative	-	-	-	-	-	1	-	-	-	-	1	✓
Peace-loving	-	-	-	-	-	-	-	-	-	-	-	-
Keen of reading	-	-	-	-	1	-	-	-	-	-	-	✓
Environment care	2	3	-	-	-	-	-	-	-	-	-	✓
Social care	-	6	-	-	-	4	1	-	-	-	-	✓
responsible	-	-	-	-	3	-	-	-	1	-	-	✓
Total	22	13	-	-	17	14	2	13	1	-	3	

Based on table above, The character education values that were implemented there are: Religious, honesty, hardworking, creative, independent, curious, appreciative, friendly/communicative, keen of reading, environment care, social care, and responsible.

Meanwhile the values that were not applied to the textbook there are: tolerance, discipline, democratic, patriotism, nationalism, and peace-loving. Then this book is not in accordance with the national education system law no. 20 year 2003 as stated in Rahayu (2017), it stated that 18 character values should be applied in every aspect, especially in textbooks. Especiallyin textbooks.

On religious values, there are only 3 sentences from 2 chapters that implement religiousvalues in this book. This needs to be a consideration for textbook writers in order to developand understand how important religious character is for students. This is supported by Schreiner, P. (2001) that religious education can provide knowledge and understanding, and can develop students' sensitivity to different religions. Isralowitz & Reznik (2015) and Eskin,

M. (2004) show that religiosity can reduce negative actions such as the use of alcohol, drugs,vandalism and suicide.

On the value of honesty, the Researcher only found 1 sentence containing the value of honesty from each chapter. It is the same with religious values where textbook writers need toadd sentences that contain the value of honesty. As we know that honesty is a character value that must be owned by everyone, especially children. As Li et al. (2013) show that children prioritize the value of honesty as a condition of trust between one another. Suud, Sutrisno, and Majid (2019) show that honesty can also improve health. They also add that honesty can be the key to success in social interactions.

On the tolerance value, the Researcher did not find a sentence that implements this character. Therefore, for textbook writers to pay attention to the value of the character of education that will be applied. Especially the tolerance value which is a character that needs to be applied to the textbook. This is stated by Suradi, Kenedi, and Surahman (2020) that tolerance can be used as a protector, protector, peacemaker, and unifier of communication inorder to create good relations between communities

On the value of discipline, the Researcher also did not find a sentence that applies the value of discipline, as the application of the value of tolerance in the previous paragraph. There is a need for additional sentences as the application of the character values of disciplinefor students, considering that this character is one of the values of character education that must be applied. Sobri, et al (2019). Shows that the value of the character of discipline can arise from school artifacts, rules, ceremonies and values held by school members.

On the value of hard work, the Researcher could only find 5 sentences from 3 chapters that implemented character values. The same as the previous 2 grades, it is necessary to reconsider the textbook writers on the importance of the value of hard work on students. As Lickona and Davidson (in Smith, 2006) show that it is necessary to apply universal character values, one of which is the value of hard work.

On the creative value, the Researcher found 4 sentences containing the creative value of the entire chapter. From these 4 sentences, textbook writers need to develop sentences that implement the value of creative character in the next version of the textbook. This needs to bedone considering that the creative value is one of the 18 character values set by the government. Kasmaienezhadfard (2015) found that the value of creativity can be applied to every science and also every subject in educational institutions, namely schools.

In the independent value, as well as the honesty value, the Researcher only found 1 sentence which is a very small amount of use. There is a need for additional sentences containing these character values in the publication of the next book. This needs to be done because independent characters have an important role in the future of students so that they do not always depend on others. Fetterman (1998) shows that independent grades can influence students' opportunities more deeply and make decisions about how students directtheir talents in the future.

On democratic values have the same results with tolerance and discipline. The researcherdid not find 1 sentence which is a form of applying democratic values. In this case, it is necessary to be a consideration for writers to pay attention to the character values that will beapplied to the textbook. Especially democratic values which are character values that are not implemented in this book. Husni, T.M. (2017) show that democratic values are applied in educational institutions, namely SMA Negeri Modal Bangsa Aceh where these values are implemented by teachers by involving students as habituation so that students can gain knowledge of democracy from their teachers.

The curious value is different from the previous values. Curious is a value with a numberthat is more dominant than other values. There are 23 sentences that apply the curious value of 4 chapters. Rossing and Long (1981) show that information is the main aspect that drives aperson's curiosity. Then Pluck, G (2011) added that curiosity can improve the

quality of learning by motivating oneself to think more critically about the material being taught.

In the value of Patriotism, there are also no sentences containing the value of patriotism character. This can be an evaluation material for textbook writers in the future so that they can apply the character values of patriotism, considering that character values are values thatneed to be applied to books. As Rajilun (2019) shows that a sense of patriotism can be applied by utilizing the biographies of local heroes.

The value of nationalism gets the same result as the value of the character of patriotism.

There are no sentences that apply the value of nationalism. It can also be an evaluation material for textbook writers for the next printed edition in order to complement the value ofcharacter education, especially the value of the character of nationalism which is a charactervalue that must be applied to the textbook. Sulisworo and Aulia (2017) show that belief, loyalty, consistency, honesty, discipline, independence, compassion and attention can be a measure of nationalism.

On the value of appreciation, it has almost as much value as the curious value. The valueof appreciation is implemented in 24 sentences in this book even though it is only found in 2 of the 11 chapters. This is very good, considering the value of appreciation is a character value that also needs to be developed. Cofer and Appley (1964) show that appreciation willfoster a sense of self-confidence, usefulness and ability.

In the friendly / communicative value, only 2 sentences were found that contained the friendly / communicative value from 11 chapters. Friendly is also a value that must be developed for textbook writers in the next printed version. This is evidenced by Lisa, Sujanaand Suadyana (2018), they show that students' communicative character can affect competency outcomes in social science subjects.

In the value of peace-loving there is also no sentence that implements the value in question. This is a consideration for textbook writers so that future textbooks can be equippedwith character values, including the value of peace loving characters. Erdianadan Umaya (2019) shows that peace-loving characters can be used as the unity of a strong nation and make life safe, comfortable and peaceful.

In the keen of reading value, the same as honesty and independence, from 11 chapters, the Researcher only found 1 character value that implemented the keen of reading value. Thisis very unfortunate, considering the keen value of reading is very important. Moawad, H. quoted by Stanborough (2019) found that reading can enrich vocabulary, increase empathy, relieves stress and others. Therefore, textbook writers need to increase the quantity of implementation of the keen of reading character.

On the value of environmental care, the Researcher found 5 sentences that implement thevalue of environmental care from 11 chapters. It would be nice if in the next published book, the textbook authors could add the number of sentences that implement the character of environmental care. Given the importance of this character value, as Spiteri, J. (2020) shows that environmental care raises awareness for children about environmental issues and the importance of protecting the environment in various ways.

On the value of Social care, researchers found 11 sentences that apply the value of socialcare. From 11 chapters, the Researcher found that the sentences were applied to 3 chapters.

This is quite good, it would be better if the author applies this character value in each chapter.Likewise, the author can understand the importance of applying social care values. This is supported by Abdullah, Waluyo, and Wardani (2019) who found that the value of social care can increase a sense of caring, respect, and sympathy for others.

On the value of responsibility, the Researcher found 4 sentences that implement the value of Responsible. Therefore, the textbook authors need to reconsider the quantity of theapplication of the value of the character of responsibility in this textbook. Erlinaswati, Sapriya and Budimansyah (2020) show that grade 4 elementary school students in Riau havea high responsibility. This is based on several things. Namely, doing and completing assignments on time, not cheating, helping fellow friends.

4. Conclusion

According to result and explanation of chapter IV, Researcher can conclude that textbookentitled *Bahasa Inggris: Think Globally Act Locally* for ninth grade students does not meet the 18 values of character education. In this textbook, there are 84 sentences which are a formof implementing character education values. The character education values that were implemented there are: Religious (3), honesty (1), hardworking (5), creative (4), independent(1), curious (23), appreciative (24), friendly/communicative (2), keen of reading (1), environment care (5), social care (11), and responsible (4). Appreciative is the most dominantvalue in this textbook. Meanwhile tolerance, discipline, democratic, patriotism, nationalism, and peace-loving value were not implemented in this book

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