The Representations of Character Education Values in an Indonesian EFL Textbook Entitled *"English For Nusantara"*

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Abstract

The growing incidence of moral and ethical issues among Indonesian students highlights the urgent need for effective character education. This study addresses this need by examining how well a government-funded EFL textbook "*English for Nusantara*" for seventh-grade students integrates and promotes the character education values outlined in the Pancasila Student Profiles recommended by the Ministry of Education, Culture, Research and Technology (MoECRT) of Indonesia. Using a qualitative analysis method with a descriptive approach, data were collected through content analysis of the textbook's visual and verbal materials. The findings indicate that the textbook places a strong emphasis on collaboration, which aligns with the dimension of mutual cooperation. However, the value of reflection within the critical reasoning dimension is less prominently highlighted. In conclusion, the textbook reflects character education values relevant to the Pancasila Student Profiles, though there are areas for improvement. This study provides insights for future textbook development to better integrate character values into learning materials. It also highlights the importance for educators to be more aware of character education values in the teaching-learning process and emphasizes the need for supplemental textbooks that better apply these values.

Keywords: character education values, content analysis, Indonesian EFL textbook, Pancasila Student Profile

INTRODUCTION

Moral degradation is a significant issue plaguing Indonesian society today. Unfortunately, this problem is also prevalent among students, who are frequently found engaging in various forms of misconduct. In fact, teenagers and students have been involved in numerous cases, including crimes, violence, accidental marriages, bullying, gang activity, drug use, and promiscuity (Sari, 2013). Therefore, Indonesian society must consider the incorporation of values, attitudes, and character. Indeed, this issue is not only the government's responsibility but also our concern and every element of the nation.

Education is one element that has the responsibility to overcome this issue. Hence, a teacher's role extends beyond imparting knowledge; they also have a responsibility to instill important character education values in their students during the teaching and learning process

(Utami et al., 2021; Putri & Besral, 2020). Character education is an education process to make an individual have a good personality, shown through attitude, honesty, responsibility, working hard, and respecting others (Lickona and Roosevelt, 1993, as cited in Khanadi et al., 2022). Character education is not only a central issue frequently discussed at the level of education but also an issue that is emphasized in the teaching and learning of the Kurikulum Merdeka (Emancipated Curriculum) in Indonesia.

Related to the character-building program implemented in schools, the government has issued a regulation on the Profil Pelajar Pancasila (Pancasila Student Profile) in the Emancipated Curriculum, which guides the development of student's character and competence (Ministry of Education and Culture, 2020). This profile plays a crucial role, and in order for it to be effectively applied, it must be presented in a simple and memorable manner. One aspect of the educational system that can be utilized to aid in the development of a student's character is textbooks. Moreover, integrating character values can be done by incorporating them into learning materials, claims Utami et al. (2021).

A textbook has an important role in education, especially in the context of English education. They not only serve as a means of teaching language knowledge and skills but also as a bridge for transmitting character education values (Wardani et al., 2019). Meanwhile, Prismarani et al. (2014) argue that even though textbooks are beautifully presented with colors, illustrations, and high-quality paper, most of them fail to promote many character education values. More research is necessary to ascertain the feasibility and availability of character education, particularly as it relates to that which is taught in EFL textbooks. Therefore, analysis of the insertion of character values into EFL textbooks for junior high school is essential because, in this phase, teenagers are entering a transitional period from childhood to adolescence, during which their emotional condition is still relatively unstable. Additionally, they are also looking for their identity as teenagers (Sukristiningsih & Sahid, 2022). Besides, students are not only proficient in English, but they also possess good character that is valued by society.

On the other hand, results from the analysis of character education values can greatly influence the way teachers teach. When teachers teach English, they also convey the character education values contained in textbooks, both explicitly and implicitly. Therefore, the teaching of English cannot be separated from teaching moral or character values (Sulistiyo et

al., 2020, p. 252). Teachers can also assess textbooks by placing a higher emphasis on promoting character education in their instruction. In addition, Setiawan & Fahriany (2017) endorse analyzing character values from textbooks as an effort to improve the quality of national education in Indonesia.

Research on English textbooks in Indonesia has explored how moral and character values are integrated into educational materials. Sulistyo et al. (2020) analyzed *Grow with English* textbooks for elementary students, finding that values like helping others, politeness, and caring were depicted through both verbal and non-verbal content. Similarly, Utami et al. (2021) identified 16 character values, including religiosity, discipline, and social care, in the high school textbook *Pathway to English* (Grade XI). Kusramadhani (2021) examined *When English Rings a Bell* for junior high students, highlighting social awareness, curiosity, and responsibility as key values in conversation practice. In 2022, Suryantari analyzed grade 10 textbooks and found faith, fear of God, and noble character to be the most prominent Pancasila student traits. Together, these studies emphasize the role of textbooks in promoting moral and character education in Indonesia.

However, only a few studies have taken the endeavor to analyze English for Nusantara EFL textbook using the Pancasila Student Profile recommended by the Indonesian Ministry of Education and Culture in 2022. Idris (2023) analyzed character-building values presented in English for Nusantara in the 8th grade. However, the framework analysis was based on the 18 core values proposed by the Ministry of National Education in 2010.

Thus, the present study aimed to analyze the textbook English for Nusantara (Student's Book) for the seventh grade. This is a new book published by the Ministry of Education and Culture in 2022. The researcher focused on analyzing the textbook from the perspective of the Pancasila Student Profiles. The researcher wanted to ensure that this textbook contained those profiles since it was intended to support the Emancipated Curriculum and claimed to adopt the Pancasila Student Profile. The research question was formulated as follows :

1. To what extent are character education values represented in an Indonesian EFL textbook entitled "English for Nusantara" for seventh-grade students?

METHOD

This qualitative study employed content analysis as the research method. Content analysis is a research method used to identify specific characteristics in written or visual materials (Ary et al. 2010). These materials can include textbooks, newspapers, web pages, speeches, television programs, advertisements, and musical compositions. In textbooks, content analysis can be used to identify common themes or biases in the information presented. In this research, the theme of the Pancasila Student Profile was examined.

The object of this research is the verbal and visual materials from an English textbook for seventh-grade students, consisting of five chapters or 264 pages, is expected to have the Pancasila Student Profile since the textbook is provided by the Indonesian Ministry of Education and Culture for the implementation of the Emancipated Learning Curriculum.

In this study, qualitative data analysis was conducted and reported descriptively using Miles et al.'s (2014) approach, which includes three stages. First, data condensation involved selecting and simplifying the textbook's content, with the researcher linking the Pancasila Student Profiles to both verbal and visual materials in the textbook. Second, data display involved organizing the information to establish a connection between the textbook content and the Pancasila Student Profiles, allowing for further analysis. Finally, drawing and verifying conclusions focused on interpreting patterns and verifying the conclusions by analyzing how the Pancasila Student Profiles were represented in the textbook, with ongoing checks to ensure accuracy.

FINDINGS AND DISCUSSION

The Ministry of Education and Culture has formulated character education values within the framework of the Pancasila Student Profile. This framework consists of six dimensions, each with specific elements outlined in the Regulation of the Minister of Education and Culture Number 22 of 2020, related to the Strategic Plan for 2020-2024. This part presents the findings of this study, focusing on the representation of these character education values in the "English for Nusantara" textbook for seventh-grade students. The six dimensions are faith in and piety toward God, global diversity, mutual cooperation, independence, critical reasoning ability, and creativity. The graph below displays the frequency of character education values.
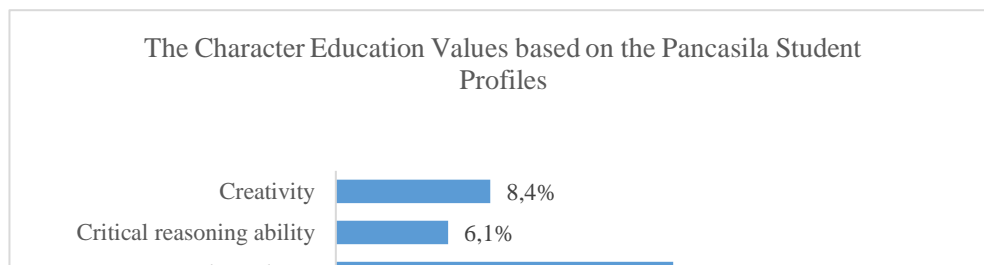
The Character Education Values based on the Pancasila Student Profiles

Creativity	8,4%
Critical reasoning ability	6,1%

Figure 1. Character education values presented in "English for Nusantara" textbook

Figure 1 shows the dominant dimensions in the EFL textbook "*English for Nusantara,"* namely Faith in and piety toward God, which appeared 39 times (29,8%). The second most prevalent dimension is mutual cooperation, which appeared 27 times (20,6%). Independence follows in third place with 24 appearances (18,3%), while global diversity ranks fourth with 22 appearances (16,8%). The fifth most prominent dimension is creativity, which appeared 11 times (8,4%). Finally, critical reasoning ability appears in the last position with only 8 appearances (6,1%).

The result of the analysis indicated that the selected book contained all the dimensions. There are six dimensions that are established in character education, according to the Ministry of Education and Culture 2020. There are some pages that provide more than one character education. Some character education may be presented verbally and visually; others may be presented either verbally or visually.

Based on the results of this study, it can be summarized that the primary focus of the English for Nusantara textbook is the dimension of faith in and piety toward God. From here, the author emphasizes the importance of behaving well towards God, oneself, others, nature, and the nation. According to Vygotsky, students learn values and behaviors through interactions with more knowledgeable others, including teachers and family members. In the context of Indonesia, a predominantly Muslim country, religious values are deeply embedded in the cultural and social fabric. Therefore, integrating faith and piety into educational materials aligns with the sociocultural context and helps students internalize these values through their educational experiences (Vygotsky, 1978).

In addition, the element that becomes the main focus in this textbook is collaboration.

Clearly, the author intends to enhance students' ability to work effectively in teams, share ideas, and contribute to group projects, as proven by the 16,8% collaboration element. This textbook emphasizes social awareness more than other subjects. This emphasis on collaboration is supported by Vygotsky's Social Development Theory, which highlights the importance of social interaction in cognitive development. Vygotsky argues that learning is inherently a social process and that students learn more effectively through collaborative activities that involve sharing ideas and working together toward common goals.

The result of the analysis showed that character education values are inconsistently represented across the textbook. For instance, the dimension of faith in and piety toward God was prominently featured in the form of visual and verbal, whereas the dimension of critical reasoning ability was less frequently addressed. This suggests that while some values are prioritized, others may be underrepresented, impacting the character development of students. Lickona (1991) emphasizes the importance of a balanced character education program that integrates multiple values to support students' moral, emotional, and social development. Lickona's findings suggest that neglecting certain values can result in an incomplete character education, which may affect students' ability to navigate complex moral situations effectively.

CONCLUSION

This study provides a comprehensive analysis of character education values embedded in the EFL textbook "English for Nusantara" for seventh-grade students, focusing on their alignment with the Pancasila Student Profiles recommended by the Ministry of Education and Culture. The analysis revealed that the textbook successfully incorporates key values, with the most frequent being faith and piety toward God (29.8%), followed by mutual cooperation (20.6%), independence (18.3%), global diversity (16.8%), creativity (8.4%), and critical reasoning (6.1%). The emphasis on faith underscores the importance of promoting virtuous behavior in all aspects of life, including spirituality, personal well-being, and community relationships. Additionally, collaboration emerged as a major theme, highlighting the textbook's focus on teamwork and social awareness. This focus not only fosters academic success but also equips students with essential life skills for future professional and personal development. The study suggests that while the textbook plays a significant role in shaping character, educators should supplement it with materials addressing less represented values.

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