

## THE PRESENTATION OF THE LEARNING MATERIALS DEPICTING CHARACTER EDUCATION VALUES IN THE ELT TEXTBOOK FOR JUNIOR HIGH SCHOOL STUDENTS: A CONTENT ANALYSIS

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**Abstract:** In education, the issue of character education has been considered necessary in developing students' character. Furthermore, English Language Teaching (ELT) should teach students character education values in the textbook and its materials. This research aimed to investigate the learning materials depicting character education values presented or not in the textbook. The learning materials in this research were analysed, both visual and verbal materials depictions. This research was designed as a content analysis because it described the analysis of character education values found in the textbook. The research results of a content analysis revealed that to analyse the five core character education values covered in the textbook, specifically in semester 2. However, it was not all of them found in each chapter. The textbook only presented the character education values of nationalism, independence, mutual cooperation, and integrity, except religiosity with 15 data in total. The results imply that this research was necessary to provide opportunities to the textbook's authors, English teachers, and future researchers that it was essential for them to deliver character development to students in the education context.

**Keywords:** Learning Materials, Character Education Values, English Textbook, Textbook Analysis

### INTRODUCTION

In Indonesia, there is much evidence of bad characters happening to the young generation, such as bullying, fighting among students, cheating, school dropout, dishonesty, irresponsibility, disrespect to their parents and teachers, impolite, and many more cases (Sahertian & Effend, 2022; Sugiarti et al., 2022; Susilo et al., 2022). In this case, the age range of Junior High School students is discovering their identity, which is an important transition for them in their physical and intellectual development (Waters et al., 2020). As proven by the Indonesian Child Protection Commission (KPAI), the data from January to April 2023 noted that 58 children were victims of violence. These various kinds of violence towards children cause victims physical, psychological, financial, and social suffering that may have long-term effects. In this regard, the government and educators must pay attention to character issues in various education sectors. However, character education teaches students to think about the implications of their actions to make good decisions (Bates, 2019). As supported by Aghni et al., (2020), character education teaches students to be well-educated with a positive attitude and the ability to choose between right and wrong and what they realize for themselves and others.

Therefore, the national education system in Indonesia since 2013 currently focuses on students educated in schools with a good curriculum. The Indonesian government is partly implementing the 2013 Curriculum (*K-13*) prior to *Kurikulum Merdeka* to help students develop their characters rooted in *Pancasila* values based on the Character Education Reinforcement (*PPK*) Program proposed by the Ministry of Education and Culture (*Kemendikbud*, 2017). In line

with this, using a textbook covering many topics is an essential part of every school's curriculum because it helps students and teachers understand society's values (Lestariyana et al., 2020). However, the teachers should use appropriate textbooks to meet Indonesian values to support depicted Indonesian ideology. It implies that the teacher should be responsible for selecting the best source to teach students in the classroom. As stated by UNESCO (2005), the textbook is a major source for the teaching and learning process, which is an important tool for sharing values, attitudes, skills, and behaviours in transferring knowledge. EFL teachers should evaluate the textbook as having good quality to support learning and achieve academic success by promoting character education materials.

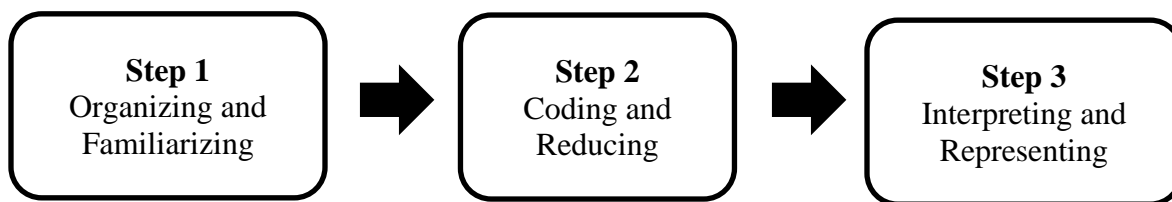
There have been a few related previous researches on reviewing ten articles about the issue of education values in the last five years. Some researchers in different countries have been investigated those values by applying different analysis tools. To begin with, Feng (2019) examined EFL textbooks in Hong Kong that represented social values and ontogenetic development. Another textbook from Tan et al. (2018) investigated the dominant moral values in the Malaysian moral educational textbooks to examine how those values are presented through curriculum in the textbooks to construct the characteristic of a good citizen in Malaysia. In Vietnam, Canh (2018) conducted a study to analyze moral values embedded in Vietnam-produced EFL textbooks for upper secondary schools, which the teaching content and learning activities in three textbooks were insufficient in growing the learners' moral identity and global citizenship. A study conducted by Thongrin (2018) examined English language teachers in Thailand produced localized materials representing students' realities which could be serving their needs appropriately. Using a mix-method study, Davidson & Liu (2020) researched the representation of culture in language textbooks consisting of global citizenship, despite the increasing relevance of language education in globalizing international. In Malaysia, Sidhu et al., (2018) conducted a study to examine the integration of moral and cultural values in ELT reading materials in ESL literature classrooms. Continued with, McConachy (2018) conducted a study in Japan to critically examine engaging cultural representations in foreign language textbooks. A recent study in Indonesia by Widodo (2018) analyzed character education values portrayed in the secondary school English textbook "Pathway to English for Senior High School Grade X" which was revealed that eighteen character education values appeared based on the official syllabus from the national character education guidelines.

From ten articles reviewed above, the outcomes of previous researches related to character education, moral, social, cultural, and multicultural values in the ELT textbooks. There were not many researches conducted in Indonesia to investigate the issue of character education by applying different analysis tools. It was revealed that there needed to be done about a study of character education values in the ELT textbook for Junior High School students, especially in Semester 2. It was supported by Widodo (2018) who said that there was a need for more critical investigation in the English textbooks provided by different publishers where English was still viewed as a Foreign Language (EFL). Thus, filling in the gap, this research aimed to investigate the learning materials visually and verbally depicting five core character education values such as religiosity, nationalism, independence, mutual cooperation, and integrity in the ELT textbook "When English Rings a Bell" published by the Ministry of Education and Culture of Indonesia for Grade VIII of Junior High School students by applying content analysis framework by Ary et al., (2010) based on the Character Education Reinforcement (PPK) Program from the Ministry of Education and Culture.

## METHOD

In the present research, this research used qualitative research with a focus on a content analysis method as research design. Furthermore, the object of the research was the English textbook which was expected to have five core character education values because the textbook entitled “When English Rings a Bell” (revised edition in 2017) for SMP/MTS Grade VIII was provided by the Ministry of Education and Culture of Indonesia. The textbook was widely used in Indonesian Junior High Schools to implement the 2013 Curriculum guideliness. The present research only analyzed five core character education values in Semester 2, which consisted of seven chapters and 242 pages in the textbook. Moreover, documentation as a data collection method was applied by the researcher. The documentation was taken from the English textbook, which contained visual and verbal materials in each chapter. In this case, the researcher chosen document analysis to analyse the presentation of the learning materials depicting character education values in the ELT textbook for Junior High School students.

Data analysis method dealt with the procedure of analyzing the object of the study to investigate five core character education values in the textbook, which consisted of 242 pages with only seven chapters in Semester 2 that included visual and verbal materials. The procedures of steps for analyzing the data based on framework adopted from Ary et al., (2010) that could be applied in three steps. There were three steps conducting in this research, with the first step was organizing and familiarizing, the second one was coding and reducing, and the third one was interpreting and representing. The procedures of steps for analyzing the data based on framework adopted from Ary et al. (2010) that could be seen in the following figure.



*Flowchart 1.* Three steps of content analysis framework adopted by Ary et al., (2010)

## FINDINGS AND DISCUSSION

The results of this research revealed not all of the five core character education values presented in the ELT textbook proposed by *Kemendikbud* (2017), which were found only nationalism, independence, mutual cooperation, and integrity, except religiosity. However, the character education value of religiosity was not found in the textbook because all chapters did not present the value. Those character education values were presented in visual and verbal materials in the forms of pictures, pictures with texts, pictures with dialogues, the texts with dialogues, a short message, a notice, and a song in the textbook. For more detail, the research result in the textbook depicted the learning materials in each chapter, specifically Chapters 7, 8, 10, 11, 12, and 13.

To be more details, they were analysed only in four sub-chapters below, namely Nationalism Value, Independence Value, Mutual Cooperation Value, and Integrity Value. However, Religiosity value was not found in the textbook so that it could not be analysed anything from the book.

**Table 1: The Occurrences of the Materials Depicting Character Education Values in the ELT Textbook “When English Rings a Bell” for Grade VIII of Junior High School Students in Semester 2**

Five Core Character Education Values	Chapter							Occurrences
	7	8	9	10	11	12	13	
Religiosity	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nationalism	N/A	N/A	N/A	N/A	2	1	N/A	3
Independence	1	2	N/A	N/A	N/A	N/A	N/A	3
Mutual Cooperation	N/A	3	N/A	N/A	3	1	1	8
Integrity	N/A	N/A	N/A	1	N/A	N/A	N/A	1
<b>Total</b>	<b>1</b>	<b>5</b>	<b>N/A</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>15</b>

**Notes:**

N/A : Not Available

The table above showed the results analysis of the five core character education values from Chapter 7 to Chapter 13 in the textbook. To begin with, the character education values of religiosity were not found in all chapters in the textbook, especially in semester 2, so those chapters did not present anything in the value. Next, the character education value of nationalism and independence was found only three data of each. The character education value of nationalism was found in Chapter 11, with two data and Chapter 12, with one datum. The character education value of nationalism was not presented in Chapter 7, Chapter 8, Chapter 9, Chapter 10, and Chapter 13. Meanwhile, the character education value of independence was found three data in Chapter 7 and Chapter 8. Chapter 7 presented only one datum, and Chapter 8 presented two data. However, Chapter 9, Chapter 10, Chapter 12, and Chapter 13 did not present any character education values. Therefore, Chapters 8, 11, 12, and 13 presented mutual cooperation value consisting of eight data, with three data in Chapter 8, three data in Chapter 11, only one datum in Chapter 12, only one datum in Chapter 13. The character education value of mutual cooperation was presented the most in those chapters, except in Chapter 7, Chapter 9, and Chapter 10. The last character education value was integrity, which was found only in Chapter 10, with only one datum. However, Chapter 7, Chapter 8, Chapter 9, Chapter 11, Chapter 12, and Chapter 13 did not present any character education values.

**Nationalism Value**

Nationalism is a value that makes students more loyal, respectful, and caring for others' language, social, financial, and national, placing the higher interest of the nation and state (*Kemendikbud*, 2017). Indonesia was known as a country with diverse cultures, religions, traditions, ethnicities, and customs that is an essential component of language learning in the textbook (Aghni et al., 2020).

Furthermore, nationalism value was found three data with two data in Chapter 11 on pages 174 and 176, and only one datum in Chapter 12 on page 211. However, the data related to character values in the textbook were not found in Chapters 7, 8, 9, 10, and 13. The character education value of nationalism was presented as a dialogue with text, a picture, and a notice. To be more detail, the analysis of learning materials depicting character education values explained in the following text.

**Figure 1: The principle who attends in the flag ceremony at school**



The picture in Chapter 11 on page 176 under the theme “*Yes, we made it!*” depicted the character education value of nationalism because it showed that the principal who attends in the flag ceremony with standing in front of all students. The flag ceremony would always be held on Monday and certain days, such as the commemoration of Indonesia's Independence Day. The flag ceremony was one of the essential activities often carried out in school. Moreover, all of school members such as teachers, school staffs, and students should do it, there was no exception. It indicated our respect for sacrifices and loyalty to honour the independence-fighting heroes who have served our nation. It could be seen that the flag ceremony has been part of our habit since the proclamation of Indonesia as the independence country. This statement was relevant to the topic of promoting students character development.

To continue the data on nationalism value, it found more in Chapter 12 on page 211, under the theme “*Don't forget it, please!*”. The detail of the picture of a notice was depicted below.

**Figure 2: A notice attending the flag ceremony at school**



The picture of the text in Chapter 12 on page 211 depicted the character education value of nationalism because it showed that an OSIS chairman, namely Yuli, had announced to OSIS members and all students and teachers through a notice conducting a flag ceremony that would be held to celebrate Independence Day on Monday, 17 August. All of school members such as

teachers, school staffs, and students should do it, there was no exception. The flag ceremony has been part of our habit since the proclamation of Indonesia as the independence country. It revealed that all students should remember big days in Indonesia. It indicated our respect for sacrifices and loyalty to honor the independence-fighting heroes who have served our nation. However, the term "nationalism" refers to the common practice of showing symbols of Indonesian national identity, such as raising the flag during a ceremony at the school (Posocco & Watson, 2022).

### ***Independence Value***

Independence is a value that makes students behave without relying on others and uses all energy, mind, and time to realize their hopes, dreams, and goals (Kemendikbud, 2017). Independence value made students responsible for doing their assignments professionally. Subsequently, this value was found in three data presented only one datum in Chapter 7 on page 99 and two data in Chapter 8 on pages 107. However, the data related to character values in the textbook were not found in Chapters 9, 10, 11, 12, and 13. The character education value of independence was presented in the pictures, and the picture with dialogue.

To analyse the data of independence value, it was showed visually in Chapter 7 on page 99, under the theme was ***“My Uncle is a Zookeeper”***. It was explained the picture in detail below.

**Figure 3: A student holding a poster in front of the class**



The picture in Chapter 7 on page 99 depicted the character education value of independence because it showed a student holding his poster in front of the class. He stood up to present his assignment to the teacher and his classmates. He held a poster that written, ***“What Do Good People Do to Take Care of Animals and Pets?”***. It means that presenting a poster related to the learning topic, which an essential educational experience in the learning process. Students could practice their activities while learning how to take good care of and what students should do to protect animals and pets.

However, learning more about caring for the environment might help students to create their task individually to share their knowledge. This statement was relevant to the topic of promoting students' character development. Thus, the assignment provided by a teacher was related to students' independence in being responsible for completing work without asking for help from others.

The following data was also found in Chapter 8 on page 107, under the theme ***“What are you doing?”***. The picture with dialogue was presented below.

**Figure 4: A student asking his friend a question**



The picture of the dialogue in Chapter 8 on page 107 depicted the character education value of independence because it showed the conversation of a student asking a question to his friend. Then, in the conversation, Edo asked Udin, “*What are you doing, Udin?*” Then, Udin answered, “*I am doing my Math homework for tomorrow.*” It can be seen that Udin’s behavior doing the math homework for tomorrow independently that is indicated Udin was an independent, responsible, and diligent student who consistently finished his assignment. It means that students have to do tasks, assignments, and other activities independently. So, this statement was relevant to the topic of promoting students' character development.

Another section was found in Chapter 8 on page 115, under the theme “*What are you doing?*”. It was explained by the picture in detail below.

**Figure 5: A student borrowing a book in the library**



The picture in Chapter 8 on page 115 depicted the character education value of independence because it showed a student and a librarian meet up at the library. In this situation, she requested to borrow the book from the librarian, gaining much information and understanding by reading the book. A student's character was reflected in her habit of using the time to read various materials that provided her with beneficial knowledge. Additionally, the picture presented independence value that evidence of the characteristic of a student's behavior could be noticed from the details of her activity. She brought a book in the library and requested to the librarian. It means that her teacher did not tell her to borrow the book. She took the initiative to borrow it to increase her knowledge and study independently without the help of others. Therefore, this topic of the picture was relevant to promoting students' character development.

### ***Mutual Cooperation Value***

Mutual cooperation is a value that makes students behave to respect the spirit of cooperation and work together to solve problems, establish communication and friendship, and provide helping people who are in need (*Kemendikbud, 2017*). It was essential to be learned for

students to have a social feeling of togetherness. Mutual cooperation value was found in eight data that presented three data in Chapter 8 on pages 115 and 117, three data in Chapter 11 on pages 169 and 174, only one datum in Chapter 12 on page 208, and only one datum in Chapter 13 on page 219. However, the data were not found to be related to character values in the textbook in Chapter 7 and Chapter 9. The character education of mutual cooperation value was presented as the pictures, the dialogues with the texts, a short message, and a song.

To begin with, mutual cooperation value was portrayed visually in Chapter 8 on page 103, under the theme “*What are you doing?*”. The analysis was presented in the picture below.

**Figure 6: A group of students cleaning the classroom together**



The picture in Chapter 8 on page 103 depicted the character education value of mutual cooperation because it showed a group of students who were cleaning the classroom together. The students were boys and girls, with bright and dark skin, straight and curly hair. They were described as Udin sweeping the floor, Siti mopping the floor, Lina cleaning the whiteboard, Edo putting the books back on the shelf, and Dayu taking the rubbish to the rubbish bin outside. All of them did their activities using a broom, mop, eraser, and rubbish bin as cleansing tools. Moreover, the picture above indicated that the students looking happy with their activities.

Next, the analysis is proven in Chapter 8 on page 115, under the theme “*What are you doing?*”. It was portrayed in the form of the picture below.

**Figure 7: Two students sit on the chair**



The picture in Chapter 8 on page 115 depicted the character education value of mutual cooperation because it showed two students sat on the chair together side by side. The location in the picture is on the school grounds. The picture presented mutual cooperation because students discussed something to communicate with each other on the school grounds. In expressing their ideas or opinions, students have to respect their friends with different ideas or opinions. Therefore, students have to learn how to communicate and appreciate one another the way their friends express their ideas or opinions through a conversation. The activities that students did were



following the topic, which was a good picture to encourage students to do something good related to their characters. So, students should develop communication in their social life with their friends and others in school and other places.

The picture was also found in the same chapter in Chapter 8 on page 117, under the theme “*What are you doing?*”. The detail of the picture was presented below.

**Figure 8: A group of students having discussion together in the class**



The picture in Chapter 8 on page 117 depicted the character education value of mutual cooperation because it showed a female student and three male students having discussion in the class. A female student communicated with her friends and invited them to join the game in the class. In the situation at the class, students discussed how to play a guessing game together as a team. It means that respecting cooperation makes them having good communication. The activity that students did was following the topic. It was a good picture to encourage students to do something good related to their characters.

Furthermore, the data in the next section presented mutual cooperation value in Chapter 11 on page 176, under the theme “*Yes, we made it!*”. The analysis of the picture was shown below.

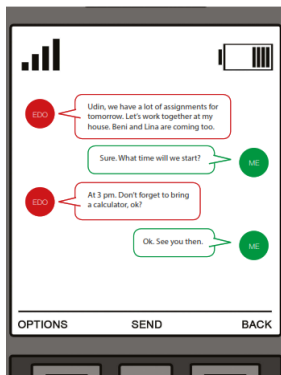
**Figure 9: Two students talking the Classroom Competition in front of the class**



The picture in Chapter 11 on page 176 depicted the character education value of mutual cooperation because it showed two students who discussed the competition in front of the class. Lina helped Udin to tell how their class won the First Prize of the Classroom Competition. Udin provided the information to other friends. The statement means that Udin tried to communicate well with his class friends so they could get important information from him. In line with this, it is great to depict the character education value in the visual material of the textbook so that the students can understand how to communicate with peers or other people.

Next, the following picture was also found in a short or personal message to ask questions and receive information in Chapter 12 on page 208, under the theme “*Don't forget it, please!*”. The specific evidence was depicted in the picture below.

**Figure 10: A short message between two students**



The picture of the text in Chapter 12 on page 208 depicted the character education value of mutual cooperation because it showed the conversation between two male students through a short message. Edo said, “*Udin, we have a lot of assignments for tomorrow. Let’s work together at my house. Beni and Lina are coming too.*” It can be seen that Edo informed Udin by sending him a message through his smartphone because they had homework. Edo also invited other friends, namely Beni and Lina, to come to his house to work together. Then, Edo reminded Udin, “*Don’t forget to bring a calculator, okay?*” From this sentence, it means that Edo had the idea or opinion to request him to bring a calculator. After that, Udin responded, “*OK, see you then.*” Following that statement, the picture of the short message above indicated that Udin agreed with Edo’s idea or opinion. It was connected to the topic of making what other people do what we want. Thus, students could learn to communicate with their friends through a short message so that they could be working and helping together.

### ***Integrity Value***

Integrity is a value that makes students behaviour responsible as a citizen, be active in social life, and be consistent in actions and words based on truth (*Kemendikbud, 2017*). The value concerned students’ habits by consistently practicing honesty in school and any situation. Integrity value was presented only one datum in Chapter 10 on page 142. However, the data related to character values were not found in the textbook in Chapters 7, 8, 9, 11, 12, and 13. The character education value of integrity was only presented as the picture with the text.

The picture was only showed in Chapter 10 on page 142, under the theme “*When I was a child*”. It was illustrated in the following below.

**Figure 11: A student meets her/his friend at the canteen**



The picture of the text in Chapter 10 on page 142 depicted the character education value of integrity because it showed a student and her/his friend met for the first time at the canteen. The word “Kantin” on the wall behind them revealed the picture’s setting. A student said, “*This is me, and this is Rani in the Grade VII. We were not too close friends at that time. We did not study together. We never played together.*” In the statements, a student aimed to inform us about his first meeting and introduce us to Rani who was previously unfamiliar. Then, to be continued statement, he said, “*Now, we are best friends. We study together, play together, and cry together, too.*” He described his meeting with Rani as getting to know each other so that they kept a better friendship.

The highlighted point of this section is the presentation of integrity value. It was linked to the topic to share information about students’ personal life to tell actions and words based on the truth. Telling the truth is a requirement on which to build ethical behaviour (Larios, 2020). Implementing the integrity value to Junior High School students make them respectable and trustworthy in their social life.

Based on the results of this study, the seven chapters presented only four core character education values. They were nationalism, independence, mutual cooperation, and integrity, which found in Chapters 7, 8, 10, 11, 12, and 13. However, the character education values of religiosity were not found in all chapters in the textbook, especially in semester 2, so those chapters did not present anything in the value. To begin with, Chapter 7, under the theme “*My uncle is a zookeeper*”, only presented one datum in total related to the character education value of independence. However, the character education values of religiosity, nationalism, mutual cooperation, and integrity were not found in that chapter, so that those values did not relate to the topic in Chapter 7.

Meanwhile, Chapter 8, under the theme “*What are you doing?*”, presented five data in total related to character education values of independence with two data, and mutual cooperation with three data. However, the character education values of religiosity, nationalism and integrity were not found in that chapter so that those values did not relate to the topic in Chapter 8. Whereas, Chapter 9, under the theme “*Bigger is not always better*”, did not present any character education values so that there was nothing to analyse from that chapter. Chapter 10, under the theme “*When I was a child*”, only presented one datum in total related to the character education value of integrity. However, the character education values of religiosity, nationalism, independence, and mutual cooperation were not found in that chapter so that those values did not relate to the topic in Chapter 10. Meanwhile, Chapter 11, under the theme “*Yes, we made it!*”, presented five data in total related to character education values of nationalism with two data, and mutual cooperation with three data. The character education values of religiosity, independence and integrity were not found in that chapter so that those values did not relate to the topic in Chapter 11.

Hereinafter, Chapter 12, under the theme “*Don’t forget it, please!*”, presented two data in total related to character education values of nationalism with only one datum, and mutual cooperation with only one datum. However, the character education values of religiosity, independence, and integrity were not found in that chapter so that those values did not relate to the topic in Chapter 12. Then, Chapter 13, under the theme “*We got a lot of histories*”, only presented one datum in total related to the character education value of mutual cooperation. However, the character education values of religiosity, nationalism, independence, and integrity were not found in that chapter so that those values did not relate to the topic in Chapter 13. According to Widodo (2018), English textbook promotes certain ways of thinking, behaving, doing, and being that were filled with values. Subsequently, it was so beneficial in developing students’ characters so that

teachers may use their sources to educate them in the classroom. The textbook was especially recommended as teaching and learning material for character education because it contained the character education values. Notwithstanding, one of the values which religiosity was not included in the textbook, specifically in Semester 2.

## CONCLUSION

This significant of this present research was to investigate the five core character education values presented in the ELT textbook with the latest revision by the Ministry Education and Culture using a content analysis method adopted by Ary et al. (2010). The research results revealed that only four values could be identified, such as nationalism, independence, mutual cooperation, and integrity, except religiosity. It can be seen that the outcomes were imbalanced. Therefore, both teachers and students must be careful to learn character education values from the learning materials taken from the English textbook positioned as a main source.

Despite, the textbook does not adequately address the importance of character education in both visual and verbal components of textbook, which is a limitation in this study. The English textbook could not present all five core character education values, specifically in Semester 2. The implications are primarily addressed to the authors of the English textbook, English teachers and future researchers who are interested in conducting similar study. First, for the Textbooks' Authors and Publishers, this current study suggests that they should provide more character education values through visual and verbal materials in each chapter so that character education values availability could be presented in the textbook. Second for English Teachers, this research expects teachers who teach English to apply character education values to students in the teaching and learning process. Character education values are essential to support students in school learning. Teachers can increase and be more creative in their teaching activities. However, they should be careful and selective in choosing appropriate textbooks so that character education values can be taught and delivered to students. Third, for Future Researchers, the research results showed this analysis could be better and still needs further analysis to confirm the implementation of character education values in the textbook published by the Ministry of Education and Culture. The researcher suggests that future researchers investigate more specific character education values and use the most recent textbook with different methods. They also can use this research as a reference in doing related research to analyse the textbook from another levels or grades of students and different publishers.

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