AN ANALYSIS OF CHARACTER EDUCATION VALUES IN THE ELT TEXTBOOK FOR JUNIOR HIGH SCHOOL STUDENTS

Azura Dwi Prastika Sukma[1]*; **Bambang Suharjito[2]; Ika Fitriani[3]**
[1,2,3]University of Jember, Indonesia
azuradwi55@gmail.com; bambang.suharjito.fkip@unej.ac.id; ikafitriani@unej.ac.id

Abstract: Character education (CE) is essential in developing students' personalities. In character development, English Language Teaching (ELT) textbooks have a vital role in supporting character education. However, ELT textbooks published in Indonesia and abroad underrepresent the characters that fulfill the curriculum goals of CE. Based on previous research that had been conducted in Indonesia, English textbooks in the 2013 curriculum were not representative of Indonesian culture and showed character gaps in the textbooks. Therefore, this research investigated CE in the English textbook based on the emancipated curriculum. This study analyzed the ELT textbook for the seventh-grade junior high school in the current curriculum called "*English for Nusantara*" by utilizing the Pancasila Student Profile to analyze CE. Content analysis by Ary et al. (2010) was selected as an analysis method for analyzing CE through visual materials. The results show that there are character gaps presented in ELT textbooks. The characters of having Faith fear of the Almighty God and noble character are more dominant in the textbook. This provides an opportunity for future researchers to examine CE by investigating diverse research objects so that CE can be conveyed relevantly.

Keywords: Character Education, Content Analysis, ELT Textbook, Textbook Analysis

INTRODUCTION

Currently, juvenile delinquency frequently occurs in school environments, especially bullying. Bullying is a violent activity that harms one or more people physically or psychologically (Irsyadiah et al., 2023). It happens because students have low emotional intelligence and are unable to manage their emotions. According to the Indonesian Child Protection Commission data for 2022, there were 226 occurrences of psychological and physical assault, including bullying. This matter motivates the government to focus on implementing student character education. CE is an academic initiative that supports students' moral, emotional, and social growth (Anderson & Glover, 2017). In Indonesia, the government made a new policy in the emancipated curriculum (EC), which focuses on character education based on Pancasila Student Profiles, including manufacturing learning textbooks.

In manufacturing learning textbooks, the government cooperates with BPIP (The Pancasila Ideology Development Agency) to develop teaching materials related to the Pancasila values. Teaching materials can be used to promote CE for students. In the textbook selection process, the teacher must select an exceptional quality textbook. A textbook should have essential content that enhances students' education and assists students in grasping the world, particularly in society (UNESCO, 1970). According to Widodo et al. (2018), the content in ELT textbooks is essential for promoting moral and cultural values. It aims to teach students moral and cultural norms so that they can identify their cultural and ethical norms while learning English.

In the EC, the government emphasizes CE in the textbook, which is oriented toward a Pancasila Student Profile. That is a policy of the Indonesian government that shapes the student's character according to Pancasila's values. It has six-dimensional of character values. The six-

dimensional are having faith, fear of the Almighty God, and noble character, global diversity, cooperation, independence, critical thinking, and creativity. The Indonesian government aims to improve the character of the young generation by implementing the Pancasila Student Profile. Even though the government promotes character education through textbooks, collaboration between teachers and students is crucial in fostering character education (Lestari et al., 2024). Through collaboration, teachers can embed CE in the learning process. This can provide a positive impact on students in building character in accordance with the values of Pancasila and the norms prevailing in society.

In addition, visual artifacts (VA) in ELT textbooks can also foster CE for students. Shabiralyan et al., (2015) stated that VA can foster students' enthusiasm for learning and help teachers explain the learning concepts easily. In this research, VAs used cartoon-like pictures that convey character education values. Turan and Ulutas (2016) stated that pictures can effectively teach values and character education. Teachers can teach CE through the picture or VA. Moreover, pictures can also portray a universal language to observe for pedagogical purposes (Romney, 2012). It can give lessons or moral messages to students, and teachers can employ them as a learning method.

This research touches upon previous studies investigating character values in ELT textbooks. Brown & HabeggerConti (2017) observed the visual content of indigenous cultures in four Norwegian EFL textbooks for three years of junior secondary school in Norway. The results stated that four Norwegian EFL textbooks underrepresented intercultural competence. That was not in line with Norwegian curriculum goals. Yumarnamto et al., (2020) investigated the sociocultural diversity in three Indonesian English textbooks from tenth to twelfth-grade senior high school based on the 2013 curriculum. The findings stated that the three English textbooks less represented local identity or Indonesian culture. Dellarosa (2021) examined the representation of religious values in the elementary textbook "*Buku Siswa*," which must pay attention to minority religions. The findings revealed that the textbook represented religious values in Indonesia, but it underrepresented critical thinking for students.

Another study by Renette et al., (2021) examined three ELT textbooks with different levels. The dominant character in the tenth and eleventh-grade ELT textbooks is honesty, while the dominant character in the twelfth-grade ELT textbook is environmental awareness. Oktavia et al., (2023) examined the moral values of eighth-grade non-governmental EFL textbooks for junior high school students based on the 2013 curriculum. The result stated that this textbook has character gaps. The dominant character in this book was religious values, and the characters that rarely appeared were integrity and independence.

Previous studies were conducted in Indonesia and abroad. In Indonesia, previous research investigated character values in English textbooks based on the *2013* curriculum. However, to fill the gap this research investigated CE in the English textbook based on the Emancipated curriculum. This study analyzed the ELT textbook for the seventh-grade junior high school in the current curriculum called "*English for Nusantara*" by utilizing the Pancasila Student Profile as a framework to analyze character education. Therefore, this study provides insight on how character values interact in textbooks, assisting teachers to more effectively select and use teaching materials that promote CE. More broadly, this study emphasizes the need of creating instructional materials that focus not only on knowledge, but also on the development of student attitudes and behavior.

METHOD

This research used qualitative content analysis to analyze CE in ELT textbooks as a research design. The research was conducted in Indonesia, where English is utilized as a foreign language (EFL). The object of this research was an ELT textbook, "*English for Nusantara*," for seventh-grade secondary schools, published by the Ministry of Education and Culture in 2022. It contained five chapters and 264 pages for 2 semesters. Moreover, the data collection method used in this research was document analysis. The document that was used is an English textbook that contains visual material in each chapter.

The analysis method in this research has five procedures for examining research objects to analyze the six-dimensions values of character education in the textbook. It was adopted by Ary et al. (2010), which consists of specifying the phenomenon to be analyzed, selecting the media to investigate, formulating coding categories, selecting sample strategy, and data analysis. The first stage was specifying the phenomenon to be analyzed that aspects of character education were identified based on the Pancasila Student Profile. The second stage was selecting the media to investigate. On this point, this research used a textbook for secondary school students as a medium for investigation. The third stage was formulating coding categories. This research has some coding categories in this step. It was formulated using the initials of the terms used to identify the visual artifact (see table 1). The fourth stage was selecting a sample strategy. In this step, the research data sample was taken based on the visual artifact in the selected textbook. The fifth stage was data analysis. This step aims to provide a description, interpretation, and explanation of the data that has been selected through the given research criteria.

Table 1: The List of Coding Categories

No	The Term	Coding Categorize
1.	VA- HFFAG/NC	Having Faith, Fear of the Almighty God, and a Noble Character
2.	VA-GD	Global Diversity
3.	VA-Co	Cooperation
4.	VA-In	Independence
5.	VA-CT	Critical Thinking
6.	VA-Cr	Creativity

FINDINGS AND DISCUSSION

In this section, the findings are presented and discussed to answer the research questions. The findings were about presenting character education values in the English textbook for secondary school students entitled "*English for Nusantara*" based on the emancipated curriculum. This research used VA as data. The VAs analyzed is in the form of pictures. It was selected from the seventh-grade ELT textbook for junior high school. Sixteen VAs were found in this textbook using the character education framework by the Ministry of Education and Culture (2022). For more details, it can be seen in the table below (see table 2)

## Table 2: The Presentation of Character Education in the ELT Textbook for Secondary School Students

No	Character Education (CE)	Chapter					Quantity
		1	2	3	4	5	
1.	Having Faith, Fear of the Almighty God, and Noble Character (HFFAG/NC)	2	N/A	2	N/A	2	6
2.	Global Diversity (GD)	N/A	N/A	N/A	1	N/A	1
3.	Cooperation (Co)	N/A	N/A	1	N/A	3	4
4.	Independence (In)	1	N/A	N/A	1	N/A	2
5.	Critical Thinking (CT)	N/A	1	N/A	N/A	N/A	1
6.	Creativity (Cr)	N/A	N/A	2	N/A	N/A	2
	Quantity	3	1	5	2	5	16

The table above presents the results of investigating the six-dimensions of CE from Chapter 1 to Chapter 5 in the ELT textbook. In this section, each character is explained below.

The Visual Artifacts that Present Having Faith, Fear of the Almighty God, and Noble Character

This section discusses the values of Having Faith, fear of the Almighty God, and noble character. Six visual artifacts depict the character education of HFFAG/NC. It was found in Chapter 1 on pages 40 and 43, in Chapter 3 on pages 124 and 130, and in Chapter 5 on pages 205 and 235.

Figure 1: VA-HFFAG/NC 1: Upholding Gender Equality
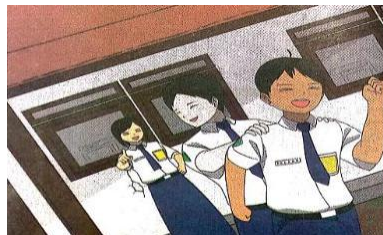
VA-HFFAG/NC 1 reflects the character of HFFAG/NC related to attitude towards others because it shows Galang and his friends playing together outside the classroom. They appear to be happy playing together. The picture portrays that they do not discriminate between women and men, which indicates that they have a positive attitude toward others by upholding gender equality. Women are equal in rights and inner potential. Both men and women have the right to socialize without discriminating between genders. Men can be friends with women, and women can also be

friends with men. In Islam, humans are required to maintain *Hablum Minallah Hablum Minannas*, which means they are required to protect their relationship with God and their fellow humans. Implementing the principles of *Hablum Minannas* is a manifestation of the religious values embraced by individuals. For example, individuals who uphold care in their religion tend to establish positive social relationships with other human beings (Iskandar & Hidyat, 2023). This aligns with the Pancasila Students' Profile, where students must prioritize equality and humanity over discrimination and respect differences among each other (Ministry of Education and Culture, 2022). Therefore, this picture teaches character education to students by demonstrating noble character by upholding gender equality.

Figure 2: VA-HFFAG/NC 2: Upholding Equality in Community

VA-HFFAG/NC 2 depicts the character of HFFAG/NC as related to his attitude towards others because it shows Galang and his friends posing for a group picture. They all have a different appearance. One male is wearing green, while the other is wearing purple. Both have curly hair and dark skin color, while the male in orange clothes has white skin and a fat body. Three females also appear to be different in the picture. One female in a pink dress wears a hijab, while her two friends are not wearing a hijab. The female in the white jacket has a lighter skin color than her friends. However, they seem happy to be friends with each other regardless of different skin colors and cultural identities. They have a positive attitude towards others by upholding equality and humanity above differences. According to the Ministry of Education and Culture (2022), Pancasila students should realize that all humans are equal in the sight of God. Students must regard all people equally and not discriminate against others. In addition, students need to appreciate differences because they live in a heterogeneous society which requires them to respect and treat everyone equally. This is supported by Setyono and Widodo (2019), who state that Indonesia has a heterogeneous population. It has 1.300 ethnicities and six religions, so Indonesia has cultural diversity. Therefore, this picture teaches character education for students to have a good attitude toward others by fostering tolerance and acceptance of diversity.

Figure 3: VA-HFFAG/NC 3: Maintain Environmental Cleanliness

VA-HFFAG/NC 3 reflects the character of HFFAG/NC related to attitude towards the environment because it shows three siblings, Sinta, Galang, and Tamara, who are holding signs about maintaining cleanliness. Sinta in the green shirt invites people to wash the dishes after eating, while Galang in the red shirt invites people to flush the toilet. The last one, Tamara, in a yellow shirt with a jumpsuit, invites everyone to be aware of cleanliness by removing their shoes before entering the house. They intend to invite people to maintain a clean and hygienic environment. It indicates that they are noble in character, shown by their positive attitude toward the environment. Maintaining cleanliness is a sign that we have faith in God. God instructs humans to maintain cleanliness. There is a hadith narrated by Muslims, the Prophet Muhammad S.A.W said, "Cleanliness is part of faith." It means that humans must maintain cleanliness both physically and spiritually. In maintaining cleanliness, students can learn to sanitize the environment around them. This aligns with the principles of the Pancasila Students' Profile, which requires students to be noble, responsible, compassionate, and caring towards the environment (Ministry of Education and Culture, 2022). Therefore, this picture teaches students to be more aware of environmental cleanliness. Students need to maintain cleanliness and adopt it as a personal habit. Students can build a hygienic environment that protects them from bacteria and illnesses.

Figure 4: VA-HFFAG/NC 4: Picture of a Trash Bin Full of Rubbish

VA-HFFAG/NC 4 shows the character of HFFAG/NC related to attitude towards the environment because it shows two different bins. The orange bin stores non-organic items, while the green bin stores organic waste. Organic waste bin is used to store compostable items, while inorganic trash bin is used to store items that are difficult to decompose. Waste is a significant environmental issue. In managing waste, it is necessary to do categorization. According to Mickael (2016), each category's instructions for sorting waste are different. In the categorization, the trash bin is divided into different colors for each category. In general, in Indonesia, there are two categories of waste, namely organic and inorganic waste. Yellow trash bins mainly store inorganic waste, while green trash bins are used for organic waste. Therefore, students need to have a noble character towards the environment by knowing how to sort and dispose of waste properly because this is a step to prevent environmental damage. It was supported by the Ministry of Education and Culture (2022) that Pancasila students should be reflective, think, and build awareness about the consequences of their behavior on the environment. Therefore, the picture teaches character education for students to have noble character by throwing trash in the right bin. Students must throw the trash properly because it is a small step to save the earth.

Figure 5: VA-HFFAG/NC 5: Picture of Hoisting a Flag

VA-HFFAG/NC 5 portrays the character of HFFAG/NC related to attitude towards the nation because it portrays a school building with a brown color. The school has a large area and a flagpole used to hoist the flag. The red and white flag represents Indonesia's identity. Every school in Indonesia often hoists the flag on Monday. Hoisting the Indonesian flag is an act of love for the country (Mukiyat et al.,2023). It is because hoisting a flag can foster love and nationalism by remembering the services and spirit of the heroes who liberated Indonesia. According to the Ministry of Education and Culture (2022), Pancasila students should be able to understand and fulfill their rights and obligations and realize their role as citizens. Students can raise the flag during ceremonies or on Indonesian Independence Day. This picture teaches character education for students to love the country by fostering a sense of nationalism and pride in the Indonesian identity.

Figure 6: VA-HFFAG/NC 6: A Student Watering Plants

VA-HFFAG/NC 6 displays the character of HFFAG/NC related to attitude towards the environment because it displays a female student watering plants. She takes the initiative to water the plants while her friend does other activities. It shows that she loves and protects the environment. Caring for the environment, especially plants, is essential to be taught to students. Plants have a positive effect on the environment. According to Kusminingrum (2008), plants can reduce the impact of global warming because plants can absorb carbon dioxide in the air. Therefore, loving and caring for plants is important because they can help reduce environmental damage. Students can preserve the environment by caring for their surroundings, including plants. It was supported by the Ministry of Education and Culture (2022) that loving the environment can be realized by protecting and preserving nature as God's creation. This picture teaches character education for students to have a positive attitude towards the environment by protecting and caring for nature.

The Visual Artifact that Presents Global Diversity

This section discusses the values of global diversity. A visual artifact depicts the character education of global diversity. It was found in Chapter 3 on page 166.

Figure 7: VA-GD 1: A Picture of Traditional Indonesian Clothes

VA-GD 1 illustrates the character of global diversity related to recognizing and appreciating cultures because it presents Galang and his friends wearing traditional Indonesian attire. They participated in wearing traditional clothes. A man in purple wore clothes from Sumatra, Lani wore clothes from Betawi, Andre wore clothes from Java, Monita wore clothes from Bali, and Galang wore clothes from Kalimantan. It indicates that they recognize and appreciate Indonesia's cultural diversity. Indonesia has many different tribes and cultures. According to Asfina & Ovilia (2016), Indonesia has approximately 300 ethnic groups, each of them having its own culture. Each culture has different characteristics. Students need to recognize the differences in ethnicity and culture in Indonesia. Indonesia has a motto, "*Bhineka Tunggal Ika*," which invites students to be united despite cultural differences. This is in line with the Pancasila Student Profile, where Pancasila students can recognize and identify behaviors, gender, modes of communication, and culture, as well as analyze social groups at levels of local, regional, national, and global (Ministry of Education and Culture, 2022). This picture teaches character education so that students can recognize and appreciate culture by participating in studying Indonesian culture. In this way, they can differentiate between local, regional, national, and global cultures.

The Visual Artifact that Presents Cooperation

This section discussed the presence of cooperation values in the textbook's visual artifacts. Four visual artifacts depicted the character education of cooperation. It was found in Chapter 3 on page 120 and in Chapter 5 on pages 219, 229, and 231.

Figure 8: VA-Co 1: A Family Cleaning the House

VA-Co 1 reflects the character of cooperation, which is related to collaboration because it shows a family, Mr. Rahmansyah, Mrs. Posma, Sinta, Galang, and Tamara, who were cleaning the house. They work together to clean the house by doing their respective tasks. Mr. Rahmansyah cleans the glass, Mrs. Posma dusts the shelves, Tamara organizes the dolls, and Sinta mops the floor. Meanwhile, Galang takes out the trash. It indicates that this family is collaborating to finish their household chores. They are seen as responsible for carrying out their tasks. In doing housework, everyone is equal. Men and women can work together to clean the house. According to Hastuti (2016), anyone can carry out household chores, whether female or male. All of them have the same responsibilities. Collaboration between men and women can be implemented. It can make the work feel light and easy. This is in line with the Pancasila Students' Profile, which states that Pancasila students should have the ability to collaborate by coordinating to achieve common goals (Ministry of Education and Culture, 2022). This picture teaches character education to students to collaborate and be responsible for their tasks. Students can collaborate to clean the school environment. In this way, they can gain collaboration skills and hone their responsibility.

Figure 9: VA-Co 2: Three Students Dancing a Traditional Dance

VA-Co 2 depicts the character of cooperation, which is related to collaboration because it shows three male students dancing at the school. They are dancing a traditional dance from Kalimantan called Kancet Papatai. In their performance, they look solid and collaborate in performing the traditional dance. Collaboration in a team is necessary to ease the burden on each other. Dancing and collaboration have a tight relationship because a dance can involve several dancers. In dancing, collaboration between dancers is very important to create harmonious movements. Each dancer needs to work together, support each other, and follow each step precisely so the dance performance can succeed. It was supported by the Ministry of Education and Culture (2022) that working together can make activities more manageable and lighter. This picture teaches character education to students in collaboration. Collaboration can make it easier for students to achieve their goals and strengthen the bond of brotherhood because they work together and help each other.

Figure 10: VA-Co 3: Three Students Discussing Basketball

VA-Co 3 depicts the character of cooperation, which is related to collaboration because it shows two male and female students discussing things together. A male explains about basketball in front of the class. They work together by discussing things to reach a joint decision. They are enthusiastic about the discussion, which can be seen from their hand gestures as they raise their hands to participate and give their opinions. Collaboration can make discussions more productive. Students can gain new insight and understanding when they collaborate with their friends. According to Ghaviferk (2020), collaborative learning helps students enhance their communication and leadership skills by allowing them to propose ideas in groups and interact with peers. However, in expressing their opinions, students must learn how to express their opinions politely and unselfishly. This is in line with the Pancasila Students' Profile, where Pancasila students should have the ability to collaborate, which means being able to work together and show a positive attitude towards others (Ministry of Education and Culture, 2022). This picture teaches character education for students to collaborate in making decisions. With discussion, students can improve their communication skills and learn to accept different opinions. In addition, different opinions can make students obtain different points of view from each other. In this way, students can make the right decision.

**Figure 11: VA-Co 4: Participating in a School Festival**

VA-Co 4 presents the character of cooperation, which is related to collaboration because it shows a school festival event. The event is attended in every class. Students seem enthusiastic about attending the event. They collaborate between classes to revitalize the school festival. The event has sports competitions between classes, dance, and bazaar. In actualizing the school festival event, collaboration between classes is needed to enliven the event. According to the Ministry of Education and Culture (2022), Pancasila students can make optimal contributions to achieve common goals. This means that students must collaborate between classes to realize the goals of an event. The school festival can enhance the brotherhood between classes. Students can participate and contribute by attending or participating in events that have been made. Besides that, students can also get to know each other so that they can establish relations. This picture teaches character education for students to participate and collaborate in celebrating school festivals as a form of love and obedience to the school. Students can also collaborate between classes to increase the sense of solidarity.

The Visual Artifacts that Present Independence

This section discussed the presence of independence values in the textbook's visual artifacts. Two visual artifacts depicted the character education of independence. It was found in Chapter 1 on page 45 and in Chapter 4 on page 184.

Figure 12: VA-In 1: Developing Self-Potential Within the Weakness
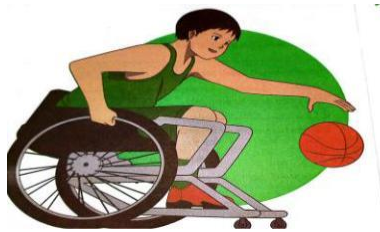
VA-In 1 reflects the character of independence, which is related to self-regulation because it displays a male student practicing basketball. He strives to be able to play basketball despite using a wheelchair. His weakness does not break his determination to play basketball. It shows that he is independent. He is willing to learn and develop his potential to become a professional basketball player. Disability is not a barrier to achieving dreams. People with disabilities have the same opportunities as other students. They have the opportunity to develop their potential. Students must be able to hone their shortcomings into strengths. It is in line with the Pancasila Students' Profile, where Pancasila students who are independent can regulate their thoughts, feelings, and behavior to achieve goals and develop their potential both in academic and non-academic fields (Ministry of Education and Culture, 2022). This picture motivates students to be independent by studying constantly and persevering to achieve their goals.

Figure 13: VA-In 2: Developing Self-Potential Through Study

VA-In 2 depicts the character of independence related to self-regulation because it shows Monica studying in her room. She studies English and writes new vocabulary in her notebook. She knows she has terrible English skills and intends to improve them. It indicates that she is independent. She recognizes her weaknesses and is willing to make progress to develop her potential. According to the Ministry of Education and Culture (2022), independent students can reflect on their condition and situation, including their strengths and limitations. Students should be aware of them. Self-reflection on students is essential to finding out their shortcomings. They can learn how to improve their ability. This picture teaches character education for students to be independent by recognizing their strengths and weaknesses so they can develop their skills.

The Visual Artifacts that Present Critical Thinking

This section discussed critical thinking in the textbook's visual artifacts. One visual artifact depicted the character's education in critical thinking. It was found in Chapter 2 on page 85.

Figure 14: VA-CT 1: A Picture of a Male Cooking

VA-CT 1 illustrates the character of critical thinking in acquiring and processing information because it shows male cooking. He cooks the porridge and reads the procedure information on the packaging. This indicates that he is highly curious and has good critical thinking skills. He analyzes how to cook porridge properly by processing the information obtained and reading the ingredients on the packaging to ensure the product is safe to use. Processing information is essential. Students must read the product information on the packaging, such as expiration date, cook instructions, etc. It can be a preventive step in protecting their body. If students cook the product correctly, they will not get any adverse effects from the product. It is in line with the Pancasila Students' Profile, where students can process information with both qualitative and quantitative data. They should be able to identify and clarify the information obtained and process it (Ministry of Education and Culture, 2022). This picture teaches character education for students to think critically through processing the information. This way, they can hone their analytical skills and process information to make the right decisions.

The Visual Artifacts that Present Creativity

This section discussed the value of creativity in the textbook's visual artifacts. Two visual artifacts depicted the character education of creativity. It was found in Chapter 3 on pages 138 and 140.

Figure 15: VA-Cr 1: A Picture of Producing an Art

VA-Cr 1 depicts the character of creativity related to producing original work and action because it shows the procedure of making art. Unused paper can be transformed into craftwork. The scrap paper is mushed into a pulp texture to create this craftwork, then shaped and dried. This picture invites students to be creative in processing waste paper. Students can recycle waste paper by making it into art or other crafts. In addition, waste paper can also be recycled into new paper

that can be reused. It was supported by the Ministry of Education and Culture (2022) that students should be creative in producing work with original actions. Therefore, the picture teaches character education so that students can think creatively about transforming waste paper into works of art or other valuable items.

Figure 16: VA-Cr 2: A Picture of Producing a Pencil Case

VA-Cr 2 depicts the character of creativity related to producing original work and action because it shows a pencil case with decoration. The pencil case is made from recycled bottles modified using beads and zippers. This picture teaches students to produce works using the waste bottle creatively. They can recycle used items, especially plastic waste, into reusable items. This aligns with the Pancasila Students' Profile, where students must be creative in producing works by considering the impact on the surrounding environment (Ministry of Education and Culture, 2022). Recycling plastic bottles can have a positive effect on the environment. It can help create a tranquil environment and reduce outbreaks of certain diseases associated with hygiene (Donkor et al., 2023). Therefore, this picture teaches character education for students to be creative in processing plastic waste into valuable items, such as making pencil cases from waste bottles.

This study analyzed 16 VAs in the ELT textbook about the *Pancasila Student Profile*. This textbook has a character gap. The character of HFFAG/NC appeared 6 times more than other characters. The first dominant character in this textbook was HFFAG/NC, which appeared 6 times. In the previous study, Dellarosa (2021) stated that the elementary school textbook presented religious values in Indonesia. However, the textbook *English for Nusantara* did not present religious values that reflect religions in Indonesia. In the HFFAG/NC dimension, the elements that often appear were attitude towards others, attitude towards the environment, and attitude towards the nation. The authors assigned this character as the dominant character because they wanted to present a noble character to students. Students can be nationalistic and religious. It reflects Indonesia's identity, namely Pancasila, and the first principle, which states that Indonesia is a religious nation. Religious values become the main foundation of everyday life. Therefore, the authors would like to introduce and inspire students to implement HFFG/NC values in their daily lives.

The second dominant character was cooperation. The character of cooperation appeared 4 times in this textbook. In "Figure 8: VA-Co 1: A Family Cleaning the House" where the authors represented the value of cooperation and gender stereotypes. In the picture, the role of men was not only to earn money but also to work together in the household. According to Hasanah et al. (2021), building gender equality was vital to be developed in this country. Indonesia has limited knowledge about gender equality. Patriarchal attitudes are still strong in this country. However, this textbook emphasized the value of students collaborating and presented gender equality in that men and women have the same role in achieving a common goal. In addition, the author

represented the value of cooperation as the second dominant value in the textbook because it aligns with Indonesian culture. Indonesian people enjoy collaborating and helping each other to achieve common goals.

Furthermore, the characters of independence and creativity appeared twice in the textbook. In the dimension of independent character, the author presented the self-regulation element more than self-understanding. Self-regulation is essential for students because they can improve their skills and abilities to achieve goals. Self-regulation and self-understanding have a strong relationship. If students understand their shortcomings, they will strategize to overcome their weaknesses. The authors want to present the element of independent character to students to help them survive in society. In addition, the character of creativity emphasizes producing original works rather than generating and having problem-solving abilities. The authors emphasize craft images in this book because they want to develop students' creativity by inviting them to produce crafts so they can think creatively and contribute to preserving the environment by recycling waste into reusable items.

Moreover, global diversity rarely appeared in this textbook. A previous study by Brown and HabeggerConti (2017) investigated four Norwegian EFL textbooks and mentioned that these textbooks lacked emphasis on intercultural competence. However, in the *English for Nusantara* textbook, the authors represented intercultural within the local culture that forms of tribes in Indonesia. This textbook did not adequately present global culture, so global diversity was not represented well in this textbook. In addition, another previous study by Yumarnamto et al. (2020) investigated sociocultural diversity in three Indonesian English textbooks. They mentioned that Indonesia's local identity was poorly presented in these textbooks. They only featured Western and cosmopolitan culture. However, in this book, the authors represent Indonesian culture and reflect *Bhineka Tunggal Ika*, which is the national motto of Indonesia.

Besides the character of global diversity, the value of critical thinking also rarely appears, which only appears once in this book. It was to Indonesian culture, where Indonesians prefer to get information rather than find out or ask questions. A previous study conducted by Dellarosa (2021) examined religious values in Indonesia, but there was a lack of critical thinking. The study mentioned that students could not dissect the characters in the picture because the characters were drawn explicitly. The picture about critical thinking in the *English for Nusantara* textbook invited students to think critically. However, this book still lacks a representation of critical thinking because it only appears once. Teachers have an essential role in building critical thinking towards students. According to Yenawine (2013), visual thinking strategy can be a method for teachers to engage students in discussions about visual arts. VA can be used to teach critical thinking to students because they must analyze and process the hidden meaning of pictures.

The authors of the *English for Nusantara* textbook have represented VAs with balance in the social community. They described visual artifacts in the scope of family and school. However, they underrepresented global culture in this book. The limitations of this book do not prevent the teaching of character education. This textbook was recommended for learning character education because it has several character education programs aligned with this curriculum.

The results of this study provide new findings from previous research, namely that character values in accordance with the current curriculum are already contained in the "*English for Nusantara*" textbook. This finding shows that the textbook has integrated character education in accordance with the direction of the current curriculum policy. The character values implemented in the textbook provide insights for students to have a good attitude but also to think critically and

behave according to religious sharia. The findings are expected to increase awareness about the relevance of character value balance in textbooks. This study recommends teachers to be more critical when selecting materials that assist CE. Furthermore, this result can be used by book writers and curriculum makers to produce information that not only identifies character values, but also displays them in a balanced manner that is consistent with national education objectives.

CONCLUSION

This research is significant in investigating character education in English textbooks based on the current curriculum. It investigated the six core character education values presented in the ELT textbook entitled "*English for Nusantara*" for the seventh grade of junior high school published by the Ministry of Education and Culture. The results showed six character education values presented in the ELT textbook through sixteen visual artifacts. However, this textbook has character gaps. HFFAG/NC characters appeared more dominantly than others, such as global diversity and critical thinking. They only appeared once.

Therefore, teachers and authors must play an active role in overcoming the shortcomings in the ELT textbook by providing examples through other sources such as dialogue texts or reading texts. Pedagogically, this research shows that textbooks can be a useful instrument to influence students' character if implemented well by teachers. Understanding the character values in textbooks allows teachers to construct learning that not only focuses on the cognitive component, but also improves students' attitudes and morals. Therefore, the utilization of textbooks must be supported by pedagogical awareness so that character values can be embedded into the learning process.

The implications are directed to English textbook authors, English teachers, and future researchers who intend to conduct similar research. First, the authors of English textbooks should combine Indonesian culture with source and international culture so students can think globally and multiculturally. In this way, they can enhance their understanding of cultural differences and a sense of tolerance towards other cultures. Second, English teachers should also play an active role in teaching character education to students. The teachers should explore other learning materials containing character values, such as reading texts, writing, etc. Third, future research can investigate character education by focusing on textual material and using critical discourse analysis (CDA) for the research method. They can examine character education by connecting it with social practice in this method. It can provide a deeper insight into how character education can be integrated into the social context.

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