

**CHARACTER EDUCATION REPRESENTATION IN AN INDONESIAN
ENGLISH TEXTBOOK FOR 7 GRADE STUDENTS**

A Thesis

**Presented to the Department of English Language Education as Fulfillment
of the Requirements to Obtain the Sarjana Pendidikan Degree in English
Language Education**



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**CHARACTER EDUCATION REPRESENTATION IN AN INDONESIAN
ENGLISH TEXTBOOK FOR 7 GRADE STUDENTS**

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STATEMENT OF WORK'S ORIGINALITY

I certify that this thesis, with the exception of what is specified in the references and citations, is my own work and does not contain the work of others. I certify that the intellectual content of this thesis is the product of my work and that all the assistance received in preparing this thesis and sources have been acknowledgement.

Yogyakarta, 8th August 2024

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MOTTO

Allah does not burden a person more that he can bear.

Al Baqarah:286

“All we need to do is hang on and stay alive” – Pandji Pragiwaksono

DEDICATION

I would like to dedicate this thesis to my beloved parents who gives their outmost support and never-ending guide inspirations throughout the study. I also dedicate this thesis to my family, especially my twin's brother who always support and believe me in every steps.

ACKNOWLEDGEMENT

Alhamdulillahirabbil 'alamin, all praises to Allah SWT who gives me strength, blessing, health, and guidance in order to complete my thesis. Salutation and blessing upon to our beloved prophet Muhammad. I would like to give my best appreciation to these following people:

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ABSTRACTS

This study aims to describe the representation of Profil Pelajar Pancasila (PPP) in the English textbook for seventh-grade students published by Bumi Aksara, focusing on how character education values are integrated into learning materials. Employing a qualitative research design, the study utilizes visual content analysis as the primary instrument to examine the textbook's content systematically. The analysis reveals that the textbook incorporates various character values including Faith, fear of God the Almighty, and have Noble Character, Global Diversity, Mutual Cooperation, Independent, Critical Reasoning. This study along with Profil Pelajar Pancasila adapted from The Ministry of Education (2022). The result suggests that while the textbook serves as a valuable resource for character education, there is a pressing need to enhance the visibility of Indonesian cultural elements to better align with the national educational framework. This research contributes to understanding of how English textbook can effectively promote character education and foster a sense of national identity among students in Indonesia.

Keywords: Character Education; Profil Pelajar Pancasila; English Textbook

CHAPTER I

INTRODUCTION

1.1 Background of Study

Character education is the process of educating individuals to develop moral values, ethnics and positive attitudes. The development of individual values needs to be integrated into all aspects of learning thoroughly. The form of integration aimed to shape the individual's personality in accordance with generally accepted moral values. The aimed approach of developing values is honesty, empathy, respect, and responsibility through the education integration. Berkowitz and Bier (2019) revealed that character education needs to be thoroughly instilled by integrating its values into all aspects of school learning. By doing this way, a well-integrated character education will effectively foster students' character.

The depiction of character education is delivered through textbook sources which are seen as a way to strengthen individuals in positive behaviors (Setyono & Widodo, 2019). As textbook evolve, the integration of character education is anticipated to encompass educational content that reflects character values. By developing strong character can lead to positive societal impacts. Nevertheless, Setyono & Widodo (2019) revealed that in the presentation of material in textbooks there are still various types of well-being bad character represented in both verbal and visual.

One of the closest approaches of implementation to build student character in the school environment is to integrate the values of character education development, it can be started through a curriculum guide that is combine with the

values of character education (R. Utami et al., 2019). Character education in Indonesia is packaged into the Pancasila Students Profile (PPP) as a description of the characteristics that a student is expected to have in accordance with the values of Pancasila. Pancasila itself is the basis of the states which includes five principles that reflect various aspects of moral values, ethics, and norms desired in the life of the nation and state.

In terms of education, currently Indonesia uses the *Kurikulum Merdeka* which forms the character of education in a certainty called the PPP as a learning stakeholder with a focus on shaping aspects desired that are implemented in society. The process of character building in the *Kurikulum Merdeka* was developed by the government based on the point of view Ki Hadjar Dewantara that point out the importance of character education which can help students recognize their potential in character development (Ministry of Education and Culture, 2020). Profil Pelajar Pancasila is an effort that focuses on building character to strengthen student academic competence. Profil Pelajar Pancasila contains character and competence that need to be introduced early on to build an attitude of independence and develop Pancasila values within (Maunah, 2015). Pancasila was chosen as the basis for building character education, in which character is a picture of ourselves in doing something and competence is the skill to do something (Hasbi et al, 2023). Through the formation of character and competence, students have the opportunity to place their own advantages in understanding themselves and their environment based on Pancasila values.

Pancasila values are intended for Indonesian students as a sign of lifelong learning in order to maintain character and competence within themselves. Profil Pelajar Pancasila is used to strengthen the implementation of character education values. Susilawati & Sarifuddin (2021) explain that the Pancasila values have been well presented in the Profil Pelajar Pancasila so that its implementation is expected to achieve these values through the everyday life of education. The use of the values in the Profil Pelajar Pancasila becomes a compass in achieving character and learning competence (Susilawati & Sarifuddin, 2021). Therefore, Pancasila values need to be represented in students' learning and investigation in learning resources.

Student learning resources in the form of textbooks have been widely recognized that play an important role in the development of character education. According to research by Komalasari & Sarifuddin (2018), textbooks are the common media in the teaching and learning process as a learning resource. Therefore, school textbooks serve as a valuable source of information that can enhance students' knowledge. Additionally, the content within the textbook can guide teachers in selecting educational materials that are relevant to character education. Furthermore, textbooks also offer character education content that can be utilized and adapted based on learning experiences (Mahendra et al., 2022).

As part of learning resources, the students' English textbook deals more about representations of character education based on the dimensions of Profil Pelajar Pancasila. To put it another way, textbooks can serve as critical tools in presenting and promoting character education by integrating the values through the dimensions of Profil Pelajar Pancasila. By integrating those values, textbooks can

convey the academic content that bridges the gap between classroom learning and real-life action, and also helping students develop moral and ethical behaviors. Wahyuni (2024) also mentioned that being guided by the foundational principles of Pancasila can foster students' ability to reflect the life of the nation and state.

Previous studies of represented character education have shown in EFL context such as English textbook for elementary school in Hong Kong that emphasize its social values (Feng, 2022), English textbook for junior high school in Indonesia (Sadappoto et al., n.d., 2022), and English textbook for senior high school in Indonesia (Suryantari, 2022). Although there have been many studies that discussed character education in English textbooks in Indonesia, there is still limited research that discuss about character education in non-government English textbooks with a focus on each dimension of Profil Pelajar Pancasila. To fill this gap, this study aims to investigate one of the non-government textbooks from Bumi Aksara publisher that has conducted textbook training, so they have experience and several MoUs with several universities. This study investigates the English textbook by Bumi Aksara 2022 with a focus on the representation of Profil Pelajar Pancasila for seventh grade students.

1.2 Limitation of the Problem

This research is identifying the representation character education based on Profil Pelajar Pancasila values that focuses on commercial English textbook.

1.3 Formulation of the Problem

Based on the background above, this is the following research question that guided this study:

How are Profil Pelajar Pancasila values represented in the commercial textbook entitled “English” from Bumi Aksara publisher for seventh grade student?

1.4 Objectives of the Study

This study aims to find out the representation of Profil Pelajar Pancasila (PPP) in the commercial textbook entitled “English” for seventh-grade students.

1.5 Significance of the Study

This study will provide insight into how character education that stands on Profil Pelajar Pancasila are depicted in the textbook, and it may contribute positivity for textbook designer or material developers to navigate their education journey about character education that packaged into Profil Pelajar Pancasila values that included into textbook in order to foster a deeper connection into the material. It also contributes for teachers and students in shaping character education.

CHAPTER II

LITERATURE REVIEW

2.1 Character Education

Character education has become the main focus in the scope of education, especially in developing an individual's behavior. As stated by Davidson, Lickona and Khmelkov (2007), in the process of developing, character education itself has two goals: become smart and become good. It is an effort that should be instilled from an early age through adulthood in order to ensure individuals develop better values (Irawati et al., 2022). This long process is deliberate to ensure that moral and ethical values are firmly embedded in individuals. Lickona (1991) reported that the development of moral and ethical values is intentionally designed. It emphasizes the importance of character development in shaping morally and ethically sound individuals through daily behavior. There are three aspects to build good behavior, namely cognitive, emotional, and behavioral aspects (Lickona, 1999). These aspects contribute to individual self-development in the form of understanding, empathy and action based on moral and ethical values. These aspects need to be integrated into every aspect of students' learning environment to reinforce good values.

Wadsworth (2002) pointed out that character education showed a significant increase in actions such as sharing, cooperating and respect for others. Through the development of these values, individuals bring a good impact of their actions to others, which can encourage others to act in a positive a supportive manner as well.

By emphasizing the importance of consistency in the implementation of character education, it shows a decrease incident in terms of problematic student behavior (Wadsworth, 2002). In addition, Wadsworth (2002) stated that individuals who have character education showed a significant increase in positive behavior are not only develop academically but also grow into better individuals. It shows that the improvement of students' experience has been successfully implemented based on character education in terms of student behavior, academic achievement, and social-emotional. The importance of character education reflected in the students focuses on developing student's emotional intelligence, empathy, and interpersonal skills which are essential for positive social interaction and ethics. The education approach goes beyond academic achievement, focusing on the goals of education character that prepare students to become responsible citizens in a democratic society. However, the internalization of character education values supported by positive behavior applied in various situations, which helps develop individuals with a moral and ethical personality.

2.2 Profil Pelajar Pancasila

Profil Pelajar Pancasila is an educational framework in Indonesia that embodies the values and principles of Pancasila and the nation foundation of ideology (Nurhayati et al., 2022). It aims to develop students' academic proficiency, strong moral character, social responsibility and national identity. The framework consists of six dimensions: Faith, fear God the Almighty, and have Noble Character, Global Diversity, Mutual Cooperation, Mutual Cooperation, Independent, and Critical Reasoning. The integration of Profil Pelajar Pancasila in Indonesian

education system reflects the commitment to fostering a generation that upholds the values of Pancasila. Wulandari et al., (2020) pointed out that character education guided by the values of Profil Pelajar Pancasila. Profil Pelajar Pancasila aims to balance a set of competencies that aligned with the nation's cultural and ideological values. It also emphasizes the importance of global diversity that encourages students to be open minded, respectful, and appreciate cultural diversity. Setiawan et al., (2021) stated that cultural diversity experiences are better to navigate global challenges that contribute to international understanding which seeks to develop socially responsible and culturally aware citizens. Moreover, character can be developed through students' competence and skill. Profil Pelajar Pancasila itself emphasizes three main points of the profile statement: lifelong learning, competence, and character Pancasila values (Hasbi et al., 2023). To fulfil these profiles, students need to be an independent lifelong learner, be self-aware, be self-motivated, and employ the learning strategies. These three points are developed from Ki Hadjar Dewantara declaration that become independent education.

2.3 Previous Studies

There are several studies of EFL country and Indonesia that represent related issues of character education. Feng (2019) analyzed 19 elementary school English textbooks from grade 1 to 4-6 regarding the representation of social values development in Hong Kong. He found that out of 19 English textbooks, there were only 2 books that excelled on presenting positive values ranging from 67% - 86% in the S1 textbook, while the remaining textbooks found the stable inaccurate values such as hygiene habits, healthy lifestyle, politeness and respect. Character education

in those English textbooks provides a critical reflection on the selection and design of social values. By examining the content, it is limited to the use of authentic images, visual designs, and storytelling. The text provides explicit language, so it is necessary to deconstruct and discuss the critical points of values to achieve the configuration of social values that include moral values at each stage. Another study from Sadapotto et al., n.d. (2022) analyzed the content of the character education in English textbook for grade 7th junior high by using the 2013 curriculum by the Ministry of Education and Culture in 2017. In English textbooks out of 18-character education there are only 12 characters in it, and 6 characteristics of those are specified in environment. With those character education values that should be presented in the textbook, conclude that it is not fully suitable. Also, Suryantari (2022), who conducted research on the analysis of educational character values with focus on Pancasila student profiles in the English textbook by the title “Work in Progress” for senior high school level. Suryantari explained that all the characteristics of the Pancasila student profile in the textbook she studied were represented. Based on Profil Pelajar Pancasila element, she found 11 times in faith, fear God, Almighty and have noble character element. In the element global diversity found 5 times. In mutual cooperation element found 9 times. In independent element found 3 times. In the reasoning element found 2 times. And in the creative element found 1 time. Some of these elements are highlight by characteristic of Pancasila, namely “Berkebhinekaan” which means difference but still one. The Pancasila values has already represented in English textbooks, but it is still rare to find out. However, it concluded that they are appropriate for

representing Pancasila values, although there are still elements and sub-elements that are not been represented. Nevertheless, research that examines about Profil Pelajar Pancasila is still limited. Since character education is still very important to improve, it is necessary to discuss more about the content of the English textbook in order to provide appropriate character education of Profil Pelajar Pancasila values in student textbook sources.

2.4 Theoretical Framework

This study investigated the visual data only in English textbook for Pancasila student profile is interconnected with the vision and mission of the Ministry of Education and Culture as stated in the regulation of The Ministry of Education and Culture Number 22 of 2020 concerning The Strategic Plan of the Ministry of the values of Pancasila with a focus on: Faith, fear God the Almighty, and have Noble and Character, Global Diversity, Mutual Cooperation, Independent, Critical Reasoning, Creative. These characters have an important role in guiding students as an effort to shape student character. Character education that mentions elements of Profil Pelajar Pancasila supporting national education goals and character through formal activities (Irawati, 2022). The following table is an overview of a theoretical framework to guide this research.

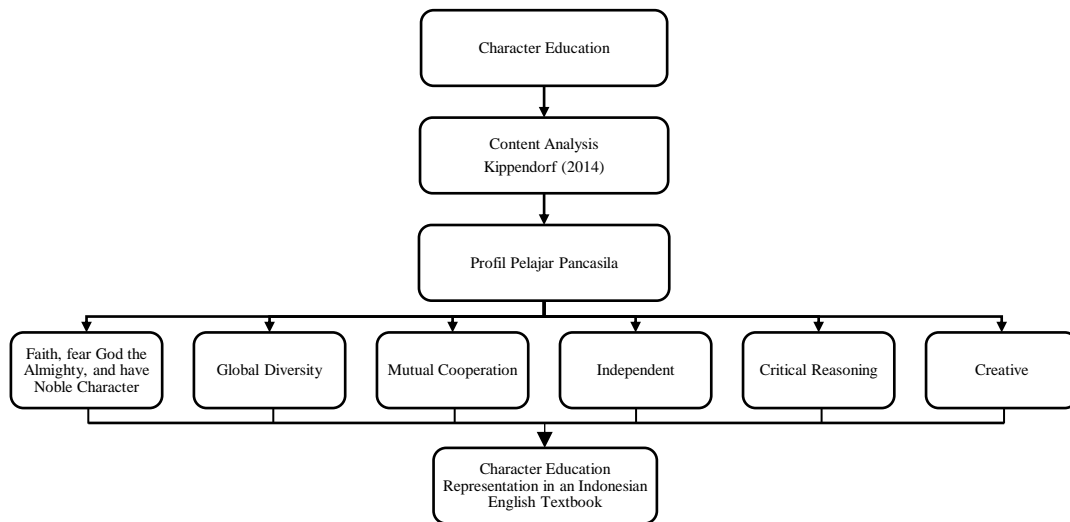


Figure 2.1 Theoretical Framework

CHAPTER III

METHODOLOGY

3.1 Research Design

This study used qualitative research that uses content analysis as its research method to explore the representation of character values of Profil Pelajar Pancasila's term of English language textbook by looking at information in the form of visual data only to understand how visual material communicates. Content analysis is a research technique that analyze the texts and pictures of the contents and interpret them (Krippendorff, 2019).

3.2 Data Resource

The source of this research collected the data using an English textbook named "ENGLISH" from Bumi Aksara publisher. The content influences what is taught in English lessons and can affect assumptions about the larger purpose of English (Well, 2019). The English textbook used to analyze in grade VII of Junior High School. This English Textbook was published in 2022 which covers eight lessons of theme in it. This research will analyze the content of the English textbook to know the representation Profil Pelajar Pancasila values suggested by the Ministry of Education and Culture of Republic Indonesia.

3.3 Data Collection

The researcher will collect the visual data that accordance with the Profil Pelajar Pancasila in each chapter of printed English textbook to determine its representation. The role of researcher instrument will look at the picture first to state

the research focus, establish the suit code of the picture, and to put the code based on the criteria of the codes from The Head of Educational Standarts, Curriculum, and Assessment Agency (BSKAP) Number 009/H/KR/2022 about The Minister of Education and Culture No. 22 of 2020.

Table 1. Instrument adapted from Profil Pelajar Pancasila

The description of Codes

Element of Profil Pelajar Pancasila	Sub-elements of Profil Pelajar Pancasila	Code
Faith, fear God the Almighty, and have Noble Character	Religious morality	RM
	Personal morality	PM
	Morals to Human	MH
	Morals to Nature	MN
Global Diversity	Morals of the State	MS
	Recognizing and appreciating culture	RAC
	Being able to Communicate interculturally in interacting with others	CII
Mutual Cooperation	Reflecting on and being responsible for the experience of diversity	RRED
	Collaborating	CG
	Being Concern	CN
Independent	Sharing	SG
	Being aware of oneself and the situation at hand	AOS
Critical Reasoning	Self-regulating	SR
	Obtaining and processing information and ideas	OPII

	Analyzing and evaluating reasoning	AER
	Reflecting thoughts and thoughts process	RTP
Creative	Generating original ideas	GOR
	Producing works of the original action	POA

3.4 Data Analysis

This qualitative research uses content analysis and focuses on examining Pancasila Student Profile of English textbook. Krippendorff's (2019) content analysis involves three steps techniques consists of data-making, inferring, and narrating. The data collected and arranged the code based on Profil Pelajar Pancasila (data-making). The data collected was presented in the form of a table based on the context (inferring). After collected the data, the researcher drawing the most related conclusions from the data that connected with the Profil Pelajar Pancasila has been presented (narrating). In addition, the analysis of representative images must be in the criteria of Profil Pelajar Pancasila Dimensions. The analysis criteria consist of (1) live beings being such as students, teachers, family members, community, role models, and animals. (2) Objects such as musical instruments, clocks, ID cards. (3) Places such as traditional markets and museums that are related to the dimensions of Profil Pelajar Pancasila.

3.5 trustworthiness

Content analysis divided into two types of analysis, there are conceptual and relational. The conceptual analysis focuses on examining text for presence and frequency data to draw conclusion, and relational analysis examining the

connection between concept of the context. This approach involves examining how the representations in the textbook content related to the lived experiences of students and educators, thereby providing a richer context for interpreting the data. In this research, it was conducted to ensure the result of the findings through the detailed contexts.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discusses the visual content analysis of an English textbook published by Bumi Aksara in 2022. The findings are about the representation of character education dimensions, which consist of character education values based on Profil Pelajar Pancasila in detail.

4.1 Findings

The findings

Profil Pelajar Pancasila		Tally Visual Representation	Unit
Element	Code of sub-element		
Faith, fear God the Almighty, and have Noble Character	RM	-	-
	PM	27	Lesson 1
			Lesson 2
			Lesson 3
			Lesson 5
			Lesson 8
MH	11	Lesson 1	
		Lesson 2	
		Lesson 3	
		Lesson 4	
MN	2	Lesson 8	
MS	1	Lesson 4	
Global Diversity	RAC	27	Lesson 1
			Lesson 2
			Lesson 3
			Lesson 4
			Lesson 5
			Lesson 6
			Lesson 7

			Lesson 8
	CII	6	Lesson 1
			Lesson 2
			Lesson 3
	RRED	6	Lesson 4
			Lesson 5
			Lesson 8
Mutual Cooperation	CG	7	Lesson 1
			Lesson 4
			Lesson 5
			Lesson 8
	CN	-	-
	SG	2	Lesson 3
			Lesson 5
Independent	AOS	2	Lesson 3
	SR	2	Lesson 3
Critical Reasoning	OPII	6	Lesson 3
			Lesson 2
			Lesson 4
			Lesson 5
	AER	3	Lesson 4
			Lesson 7
	RTP	-	-
Creative	GOR	4	Lesson 8
			Lesson 5
	POA	8	Lesson 8
			Lesson 5

1. Faith, fear God and Almighty, and Noble Character

This dimension is emphasizing the importance of developing spiritual and moral character in Indonesian students. The dimension that understands the teachings of the religion or belief embraced by Indonesian citizens to be applied in daily life.

a. Personal Morality

In the personal morality element, the analysis found 27 representations in the English textbook in total. This element represents noble morality in caring for themselves, which behaves to be consisted towards what is done as a form of caring to become a better individual each day (The Ministry of Education and Culture, 2022). Personal morality rooted in noble morals that are often reflected in a sense of caring and concern for oneself. Figure 4.1 below portrays a personal morality that represents how they respect themselves. It is associated with a way of self-introspection with the value of personal morality itself that is often reflected in the way a person dresses such as using neat and polite clothes when in a school or public environment. With a sense of self-introspection, it can be associated as a person's guide to be able to look according to the situation and place that is realized in daily life. By looking at the pictures, the target reader can take the value of character by dressing neatly according to the situation and place of the existing provisions.

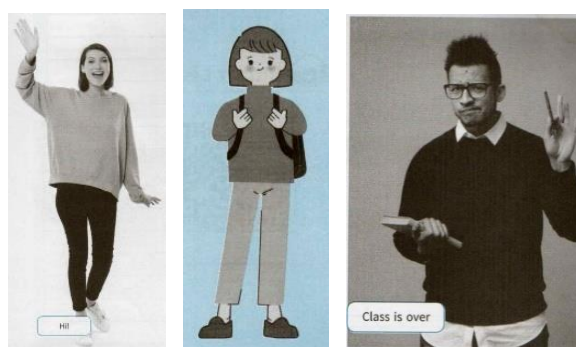


Figure 4.1 Personal morality

b. Morals to Human

In the morals to human element, the analysis found 11 representations in the English textbook in total. This element emphasizes the understanding how moral principles influence behavior and interactions between people that support survival such as respecting opinions, racial differences, and religious differences (The Ministry of Education and Culture, 2022). It plays an important role in shaping social and personal life in the way of thinking, feeling, and acting. Figure 4.2 illustrates daily behaviors within individuals and societies, such as engaging in discussions, showing a sense of caring for each other, and how they greet each other. These visual images teach an effective means of exchanging ideas, resolving conflicts, and reaching mutual agreements with the parties involved. Those actions are depicted as being rooted in moral values like respect, empathy, generosity, and compassion. The images also highlight the importance of solidarity in social interactions. By prioritizing those values, the images convey to the reader the importance of moral responsibility in promoting peace and reducing social inequality.



Figure 4.2 Morals to Human

c. Morals to nature

In the element of morals to nature, the representation found 2 in total. This element is about the consciousness serves as the basis for adopting an environmentally conscious lifestyle, where they actively contribute to preserving the environment (The Ministry of Education and Culture, 2022). Each species has a unique role in the ecosystem that reflects an understanding of the importance of maintaining such diversity for ecosystem balance. Figure 4.3 illustrates a person who shows her concern for their adopted animal, which are also the common animal that are also an important part of the ecosystem. By looking at the visual images, there is a strong moral message in the effort to protect endangered species by preserving their habits and fighting practices that destroy nature. In addition, this analysis shows that morals to nature also involve raising public awareness about the importance of protecting

forests and the animals that live in them. Therefore, the role of this element prepares students to adopt an environmentally conscious lifestyle, thereby actively contributing better environmental stewardship and taking responsibility for animals and damaged ecosystems.



Figure 4.3 Morals to Nature

d. Morals to State

In this moral to state element, there is only 1 representation in total. Morals to state is about someone who realizes their role as a citizen, fulfills rights and obligations as good citizens, prioritizes the interest of the nation above personal interest, and also inspires citizens to promote social justice actively (The Ministry of Education and Culture, 2022). Figure 4.4 shows the president of Indonesia who is giving a speech. His moral values towards the country are reflected in his commitment to the rights and obligations that not to abuse the power for personal gain. In addition, a president that has strong moral values towards the state will build the trust of his citizens to maintain peace and unity.



Figure 4.4 Morals to State

2. Global Diversity

Global diversity is students who maintain their noble culture, locality, and identity. The key of this dimension is for learners to recognize and appreciate culture, intercultural communication skills in interaction and remain open-minded to other cultures.

a. Recognizing and Appreciating Culture

In this element, recognizing and appreciating culture found 27 representations in total. Recognizing and appreciating culture is about recognizing, identifying, and describing various groups to form self-identity based on behavior, gender, ways of communication, and also the culture itself (The Minister of Education and Culture, 2022). The first visual sample in figure 4.5 the first visual sample shows a map of Sumatra that can introduce the geographical location of one of the islands in Indonesia. The second visual sample shows a traditional transportation of Indonesia. The third visual sample shows bamboo house. The three sample visual images reflect the importance of Indonesian's traditional heritages that is still preserved now. By looking

at those visual images below, students can see the cultural diversity as a wealth that must be preserved and also build cultural awareness and tolerance through various ways such as geographical understanding and preserving cultural heritage.

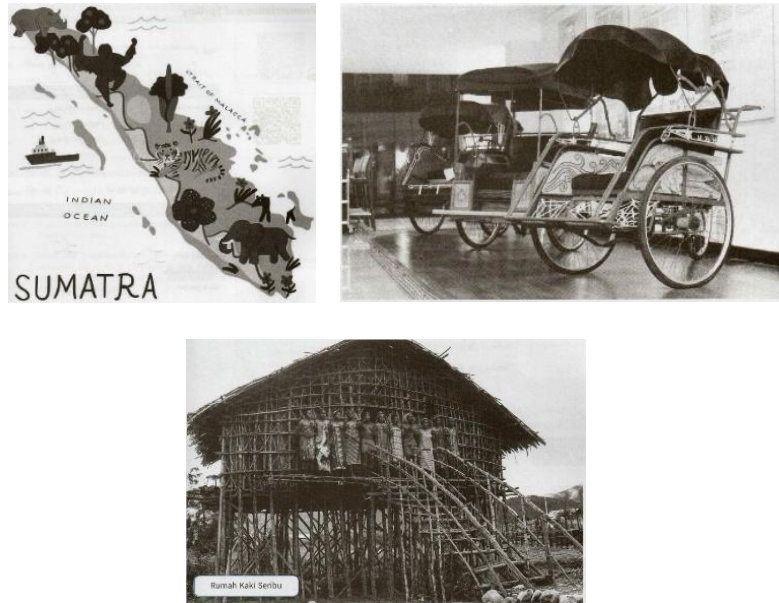


Figure 4.5 Recognizing and Appreciating culture

b. Being able to communicate interculturally in interacting with others

In this element, being able to communicate interculturally in interacting with others found 6 representations in total. This element means the value of communicating with different cultures, understanding, accepting the existence, and appreciating the uniqueness of each culture (The Ministry of Education and Culture, 2022). In figure 4.6, the first visual sample shows a greeting by bowing. That action is a typical form of communication from different cultures. The second visual sample shows two people who are introducing themselves by shaking hands. Shaking hands is also a form of greeting that used in

various cultures as a sign of respect and friendship. Recognizing the importance of understanding the intercultural communication needs to be taught in order to adjust certain situations. That is highlight the importance of understanding and respecting different communication cultures to create positive interactions. Therefore, students are taught to be effective and have a sense of communication culturally, who are able to adapt to different norms and values in cross-cultural interactions.

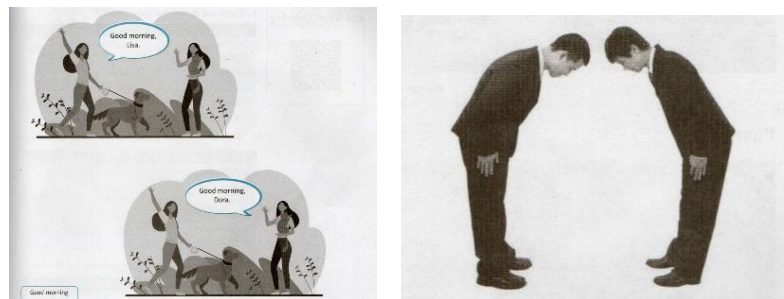


Figure 4.6 Being able to communicate intercultural in interacting with other

c. Reflecting on and being responsible for the experience of diversity

In the element of reflecting on and being responsible for the experience of diversity found 6 representations in total. The diversity experience reflects utilizing awareness of cultural diversity to harmonize cultural differences, create an equal life and avoid prejudice based on different cultural stereotypes (The Minister of Education and Culture, 2022). Figure 4.7 represents the importance of responsibility for differences, starting with the contribution of teachers and students in the classroom who must be responsible for their respective roles. It includes cultural differences that have a life of equality among

individuals, so it is necessary to reflect on diversity to harmonize differences in all aspects. Image representation can improve students' social and emotional skills by contributing an active role in creating an inclusive environment and minimizing negative prejudice.

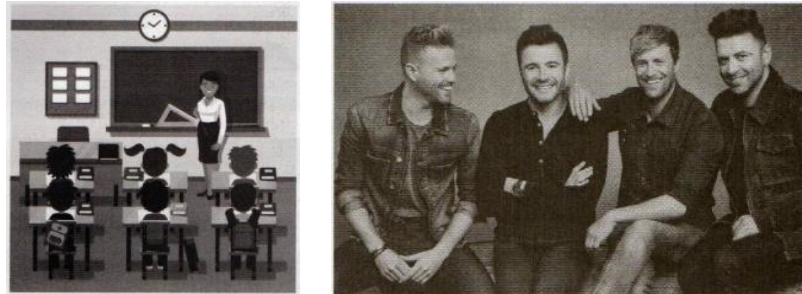


Figure 4.7 Reflecting and responsible for the experience diversity

3. Mutual Cooperation

The dimension of mutual cooperation is students who have the ability to work together or the ability to do activities together voluntarily so that it can run smoothly, easily, and lightly.

a. Collaboration

In the collaboration element, it found 7 representations in total. Collaboration is the ability to work with others that reflects a positive attitude to achieve a common goal by considering the diversity of each group's background and also realizing the positive interdependence between each other (The Ministry of Education and Culture, 2022). Figure 4.8 shows a group student who are play a role to play a musical instrument. That means students have the freedom to explore various roles by in combining tone, rhythm, and melody or even creating their own compositions. The element of collaboration teaches students the

importance of working with others, both on a small scale and large scale. It allows individuals to achieve a common goal more effectively and obtain a suitable end result.



Figure 4.8 Collaboration

b. Sharing

The sharing element found 2 representations in total. Sharing means giving and receiving everything considered essential for personal and collective life while emphasizing the shared use of resources and space in the community (The Ministry of Education and Culture, 2022). Figure 4.9 shows the two people greeting each other by using gestures. Gestures are used as a form of nonverbal communication that can convey various messages without words. The other visual sample shows a picture of parents' collaboration in taking care of their children. The action shows the effectiveness collaboration between two parents to create a calm and safe environment for the child. The sharing element encourages students to build a sense of responsibility and care between individuals.

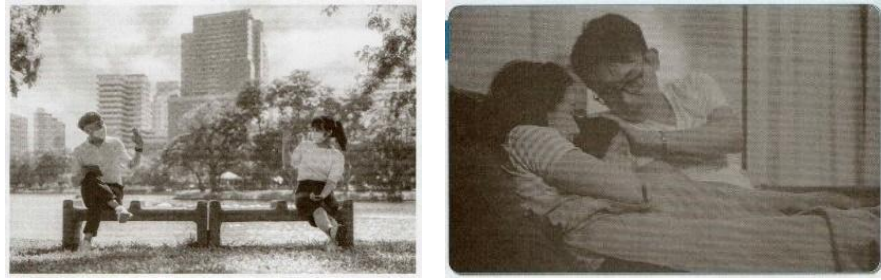


Figure 4.9 Sharing

4. Independent

This dimension emphasizes the individual's sense of responsibility for the process and outcome. This element emphasizes self-awareness of the situation at hand as well as self-regulating.

a. Being aware of oneself and the situation at hand

In this element, the representation found 2 in total. Being aware of oneself and situation at hand means being independent of one's condition and the situation at hand is about reflecting strength, weakness, and developmental situations that they face (The Ministry of Education and Culture, 2022). Figure 4.10 represents a teacher who is explaining the material on the board. This reflects his independence in preparing and delivering material by continuing to adjust the needs of students and class dynamics that can change at any time. This element encourages students to understand themselves and the situation at hand, and take appropriate action.

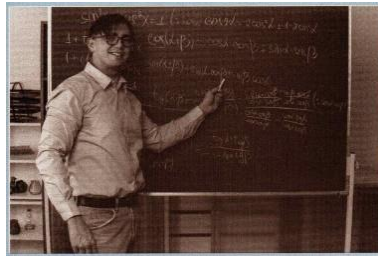


Figure 4.10 Being aware of oneself and the situation at hand

b. Self-regulating

In the element of Self-regulating, it found 2 representations visual analysis. This element talks about the independence of thoughts, feelings, and behaviors for self-development in both academic and non-academic fields (The Ministry of Education and Culture, 2022). Figure 4.11 depicts someone who wakes up with the consistency of an alarm. Self-consistency reflects awareness of the situation and responsibilities at hand to manage time efficiently. Another visual sample is showing a woman who is writing or developing ideas. This shows that she has independence in thinking and acting. By sitting alone and writing, she shows her ability to manage her time and focus without being distracted by her surroundings. This element allows students to develop the ability to manage time effectively, take responsibility, and also prepares them to face challenges in life.



Figure 4.11 Self-regulating

5. Critical Reasoning

Critical reasoning is the act of processing information objectively, establishing connection between information, analyzing it, evaluating it, and inferring information (The Ministry of Education and Culture, 2022).

a. Obtaining and processing information and ideas

Obtaining and processing information and ideas found 6 visual representations in total. This element processes a great sense of curiosity to be able to distinguish between information ideas (The Ministry of Education and Culture, 2022). Thus highlight the desire to collect potential data. Figure 4.12 depicts a person holding a letter-shaped block that is symbolic of information. The block object requires analysis and skill in acquiring different information. The other images represent a student's identity card which is a concrete example of important information. The visual sample is able to develop critical thinking skills by confirming the truth of the data. With this element, students can receive information passively, analyze and critically evaluate complex information.

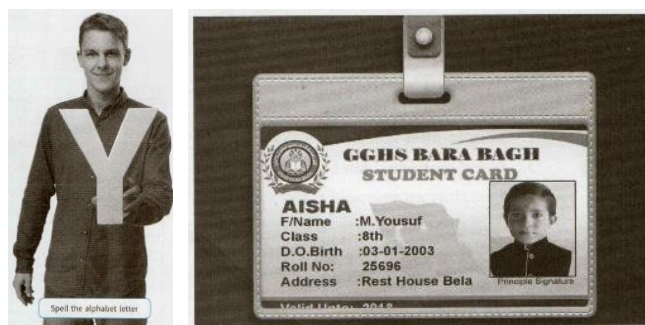


Figure 4.12 Obtaining and processing information and ideas

b. Analyzing and evaluating reasoning

Analyzing and evaluating element found 3 visual representations in total. This element is about the use of reasoning in making decisions and actions that explain relevant reasons for problem solving, analyzing and evaluating the ideas and information acquire (The Ministry of Education and Culture, 2022). Figure 4.13 represents blank maps and board games that serve to improve students' thinking. It encourages readers to use their critical analysis in identifying and evaluating all options that are considered the most effectiveness and appropriate logically reasoned decisions.

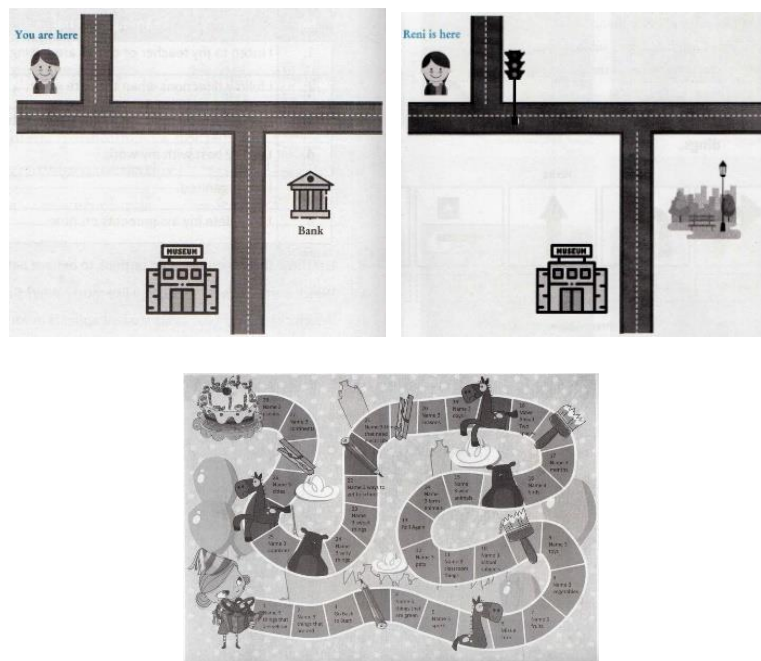


Figure 4.13 Analyzing and evaluating reasoning

6. Creative

The creative dimension is a creative learner who is able to modify and produce original ideas in the form of works and actions (The Ministry of

Education, 2022). The dimension encourages students to express themselves in their creativity.

a. Generating original ideas

In the element of generating original ideas, it found visual representations in total. Generating original ideas means that creative learners generate ideas that are related to feelings and emotions (The Ministry of Education and Culture, 2022). The experience and knowledge that individual creativity applies to meaningful work. Figure 4.14 shows that the visual representation below is about the character who is playing a traditional musical instrument. The original ideas are put into the form of characters experimenting with tones or creating new variations of existing melodies. Individual creativity can be expressed through ideas that describe their worldview. Furthermore, generating original ideas encourages students' creativity to explore new ideas to become a work.



Figure 4.14 Generating original ideas

b. Producing works of the original action

Producing works of the original action found 8 visual representations in total. This element is shown by the work which is

done through self-motivation or based on their interests and talents by considering the impact on the surrounding environment (The Ministry of Education and Culture, 2022). Figure 4.15 depicts a famous western singer that stand out and have a wide impact on the listener. Thus, this element helps students understand the importance of exploring creativity to create something meaningful both individually and groups.

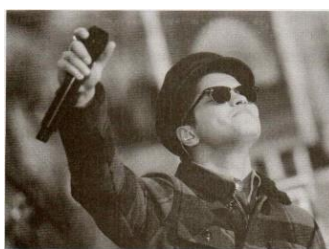


Figure 4.15 Producing original works of the action

4.2 Discussion

This research presents the content of character education that is based on Profil Pelajar Pacasila which focuses on the sub-elements in English textbook for grade seventh from bumi aksara publisher. Based on the result of the analysis, the six dimensions of the English textbook have been found all visual representations although not all dimensions are present in each chapter. From the findings, the most visual representations are dominated in two element, Faith, fear God the Almighty, and have Noble Character and Global Diversity which are count 27. However, there are 3 sub-elements that do not appear in the textbook: Religious Morality, Being Concern, and Reflecting Thought and Thought Process.

The dimensions of Faith, fear God the Almighty, and have Noble Character covered the aspects of understanding of religious, belief, attitude, and action. First,

morals to nature found 2 visual representations that the images. It is enough to reflect on the attitude and action of individuals towards the surrounding environment to have the sense of self awareness and responsibility for protecting the environment. Second, personal morality found 2 representation that focused on self-consistency towards attitude and action as well. Third, morals to human represent 11 visual images that reflect a sense of caring for others that can encourage the creation of peace and reduce social inequality of social interaction. Fourth, morals of the state found only 1 visual image that represented in the image of the president Indonesia as the holder of the state. The visual image emphasizes the value of commitment to right and obligations that not to abuse power for personal gain. However, there is no promotion of the main point of this dimension, which is religious morality that reflects to the diverse beliefs of Indonesian society.

The dimension of global diversity consists 3 sub-elements. First, recognizing and appreciating culture which has a significant representation. It found 27 visual representations that include a description of appreciation for cultural diversity covered in interaction, identity, and geographical aspects. Second, communication and interaction across cultures found 6 visual representations that reflect to social interaction and identity which is described by differences in seeing the world. Third, reflecting and being responsible for the experience of diversity found 6 visual representations of responsibility for differences that must be responsible for their respective roles. This dimension highlights the importance of flexibility and understanding cultural diversity to build tolerance and mutual respect.

The dimension of mutual cooperation consists of 3 sub-elements. First, collaboration found 7 visual representations with the action that shows the effectiveness of collaboration in any scope to achieve a common goal. Second, the sub-element of being concern is not found in the representation which emphasizes the value of social perception to understand people's perceptions and actions. Third, sharing found 2 visual representations with the sense of responsibility and care between individuals by preserving public assets. This dimension builds collective awareness of the importance of a sense of responsibility in society to create a harmonious environment.

The dimension of independent has 2 sub-elements. First, being aware of oneself and the situation at hand found 2 visual images present the consistency of self that reflects the development of situation and condition. Second, self-regulation found 2 visual representations with the point of the ability of time management and self-focus without being distracted by surroundings. Based on those aspects involves recognizing personal needs to express their thoughts and actions by managing themselves.

The dimension of critical reasoning consists of 3 sub-elements that represent character education. First, obtaining and processing information and ideas found 6 visual representations that shows information in the form of symbols and self-identity. That aspects can foster students critical thinking in analyzing information. Second, analyzing and evaluating reasoning found 3 visual representations with images of blank maps and board games to improve students critical thinking in fun

way. It is considered the most effective and appropriate in making logically reasoned decisions.

The dimension of creative consist of 2 sub-elements. First, generating original ideas found 4 visual representations with visual images of character playing a traditional musical instrument. The visual images are closely related to the exploration of developing new ideas that is free freedom of expression. Second, producing works of the original action represents the role of experimenting and combining the abilities. By adding those aspects in this element, it can encourage students to explore based on their interest and have a sense of create their own work.

However, the visual representation of Profil Pelajar Pancasila in the English textbook has been in appropriate, the result also show the explicitly shows a lack of Indonesian identity. Thus, although the values taught are relevant, there is still a need to further highlight Indonesian cultural values in the learning materials. As the formation of students' character education, it is important to ensure that all elements are relevant and appropriate to the Indonesian national context.

CHAPTER V

5.1 CONCLUSION

The research presents a comprehensive analysis of character education within Indonesian English textbooks, specifically focusing on the materials published by Bumi Aksara. It underscores the significance of character education in shaping students' moral and ethical values that used multimodal discourse analysis for the method. The study is grounded in the framework of Profil Pelajar Pancasila, which serves as a guiding principle for character development in Indonesia. Through visual content analysis, the research identifies various character education components represented in the textbooks. The findings reveal a diverse array of character values, including Faith, fear God the Almighty and have Noble Character, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and Creative.

The integration of these values into educational materials is crucial for fostering responsible citizenship among students. The research argues that textbooks are not merely academic resources but also vital tools for promoting character education. By embedding character values into the curriculum, educators can bridge the gap between theoretical knowledge and real-life application. The research highlights the importance of visual representation in conveying character education effectively. It suggests that images and illustrations can enhance students' understanding and engagement with character values.

Moreover, the study acknowledges the ongoing challenges in adequately representing character education in textbooks. It points out that while some character values are well-represented, others may be overlooked or inadequately addressed. The research calls for a more intentional approach in the selection and design of educational materials to ensure a balanced representation of character values. It emphasizes the need for continuous evaluation and improvement of textbooks to align with the evolving educational goals.

In conclusion, the thesis advocates for a holistic educational approach that prioritizes character development alongside academic achievement. It posits that fostering strong character traits in students is essential for their personal growth and social contribution. The findings contribute to the broader discourse on character education in Indonesia, providing insights for educators, policymakers, and textbook publishers. Ultimately, the study reinforces the idea that character education is integral to nurturing well-rounded individuals who can navigate the complexities of modern society. By prioritizing character education, the Indonesian education system can cultivate a generation of responsible, ethical, and engaged citizens.

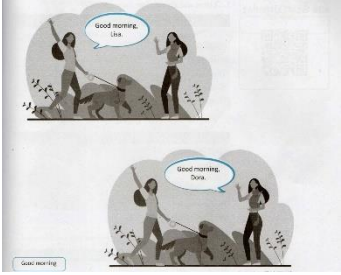
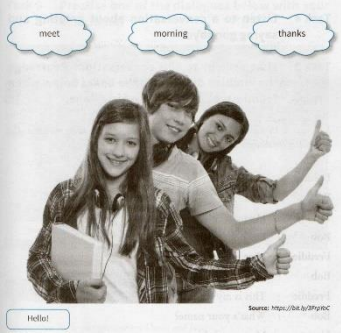

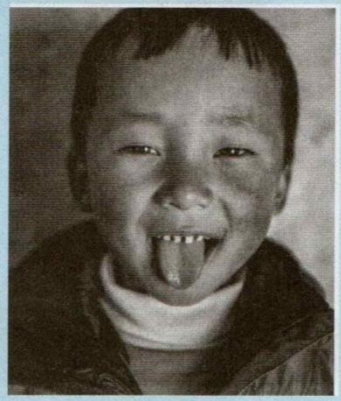
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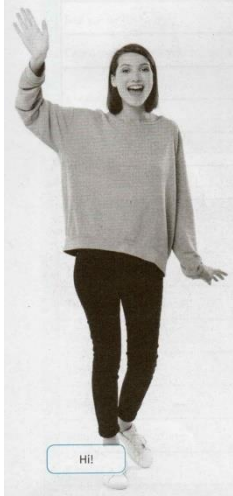

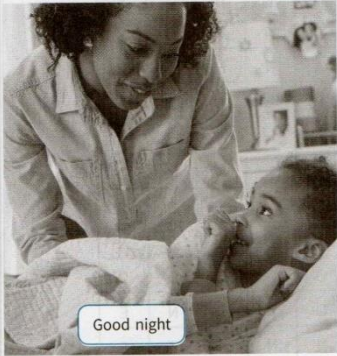
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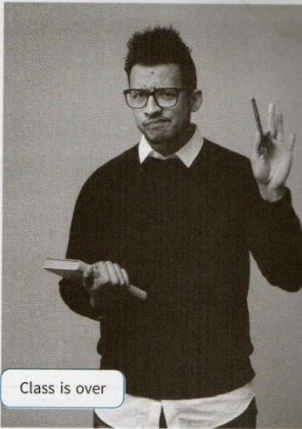
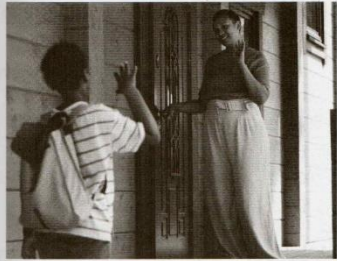
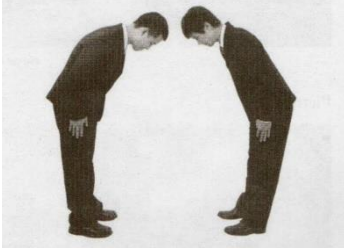


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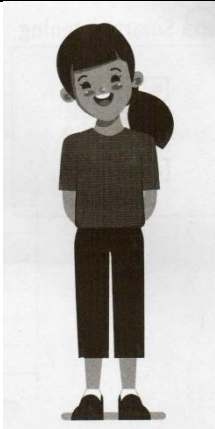




APPENDIX



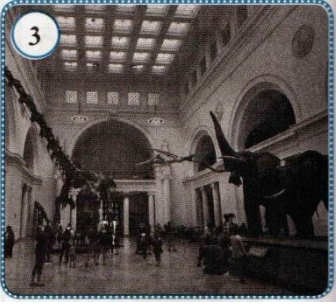

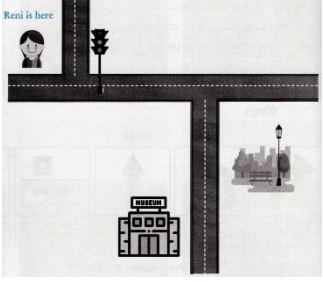
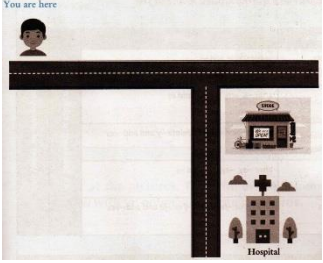
Unit	Theme	Sample Description	Description	Page	Codes
Lesson I	Nice to Meet You		Two women great each other.	3	PM, RAC, CII
			They are showing the same reaction for some situations.	5	RAC, CII
			They are gathering and having a discussion.	7	MH, RAC, CG
			A boy with slanted eyes and straight hair sticking out the tongue.	7	PM, RAC


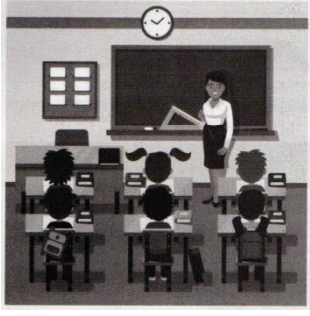
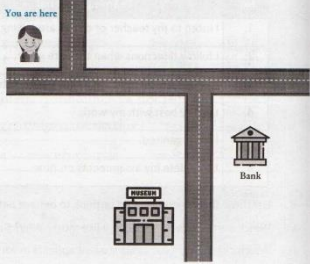


			<p>A woman wears a long t-shirt and long pants, a woman showing the gesture.</p>	12	PM
			<p>A man wears semi-formal clothes and holds the alphabet.</p>	13	PM, OPII
			<p>A mom who takes care of her son before going to sleep.</p>	16	PM, MH

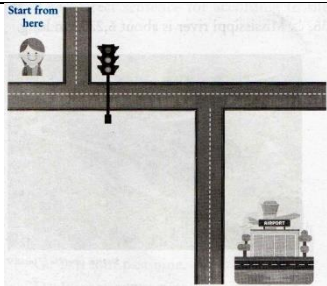


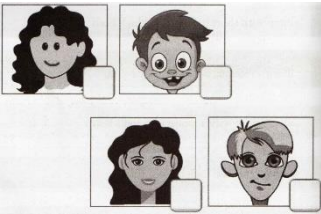
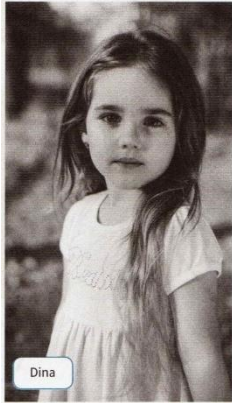
			A man wears semi-formal clothes, a man showing the gesture.	17	PM, RAC
			They communicate using gestures.	21	PM, MH, RAC
			They are greeting using body language.	23	PM, MH, CII
			A male with coily hair apologizing to the female using gestures.	24	MH, RAC
			They sit in the garden and greet each other using gestures.	24	MH, CII


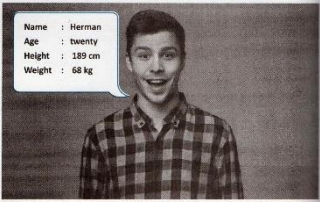
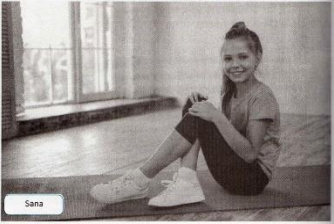
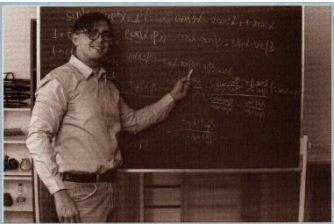
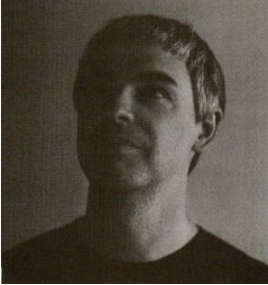

Lesson II	My Name Is Tom		They introduced each other while shaking hands on the scooter.	29	PM, MH, CII
			A boy with straight hair wearing semi-polite clothes and carrying his bag.	31	PM
			A girl with short hair wears semi-polite clothes and carrying her bag.	31	PM


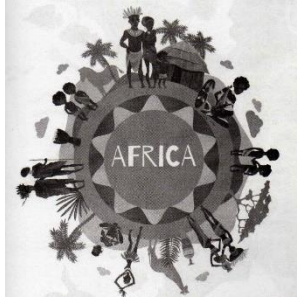
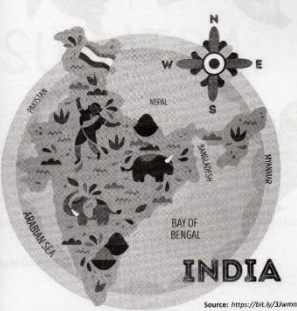

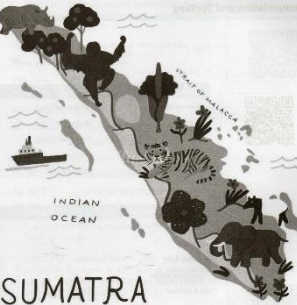
			A girl with ponytail hair wears casual clothes.	33	PM
			They are wearing polite clothes and shaking hands with each other.	33	MH, RAC
			A woman wakes up with an alarm.	44	OPII
Lesson III	It's Nine O'clock		A woman wakes up with an alarm.	49	PM, AOS
			They are listening to each other and wearing polite clothes.	54	MH, RAC, CII


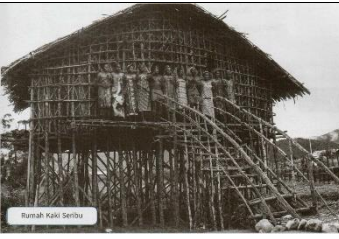



			The parents take care of their son before sleeping.	54	MH, CG
			A classroom.	60	CG, SG
Lesson IV	One Two Three		A dinosaur museum.	84	RAC, OPII
			A traditional market.	84	RAC
			A directional map	86	OPII, AER
			A directional map	87	OPII, AER





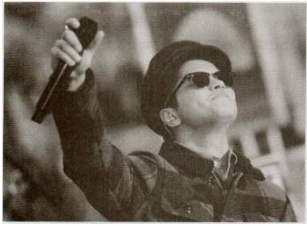
			A man wears cooking clothes holding a spoon.	89	PM, RAC
			A teacher teaches students in the classroom.	96	MH, RRED, CG
			A direction map.	96	MD
			A president of Indonesia.	98	MS
			Children's characters playing on the beach.	105	RAC, MN



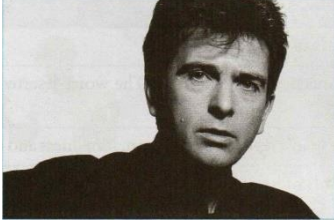
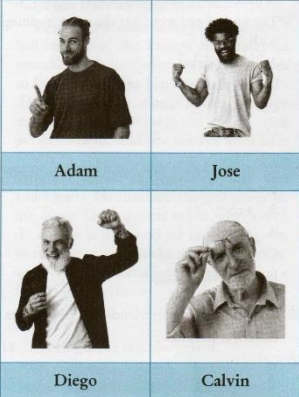

			A map.	106	MD
Lesson V	You Look Nice		Boy group character.	109	CG, GOR, POA
			They are wearing semi formal clothes.	111	RAC, RRED
			Human characters with wavy and straight hair.	112	RAC
			A girl with long hair wears a casual dress.	112	PM

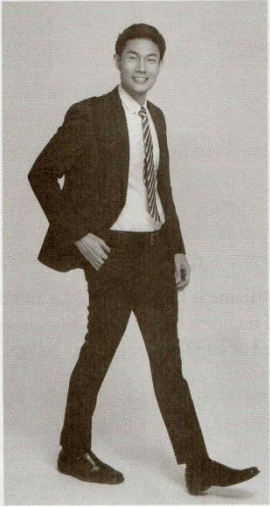
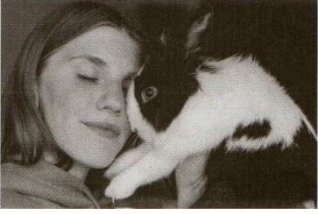

			A man character as a gardener.	114	RAC, RRED
			There is information about a man with straight hair wearing a polite shirt.	116	PM, OPII
			A girl with ponytail hair doing yoga in a room.	116	PM
			A teacher explaining the material on the blackboard.	117	RAC, AOS, SR
			A male with short hair and thick eyebrows.	123	PM
			A woman wearing polite clothes writing in the garden.	124	PM, SR

			Male and female characters doing sports in a public garden.	125	SG
Lesson VI	I Have a Pet		Overview of Africans country board.	129	MN, RAC
			A map of India.	129	MN, RAC
			A map of Thailand.	130	MN, RAC
			A map of sumatra.	131	MN, RAC

Lesson VII	I've Lost My Phone		A board game.	160	AER
			Traditional Indonesian house made of bamboo.	161	MN, RAC
			Traditional vehicles in Indonesia.	167	RAC
Lesson VIII	Number One of Me		Human characters with different types enjoying the music.	171	RAC
			A man wearing a beanie hat and shawl holding a doll.	173	PM, RAC

			A man wearing hat and polite shirt	178	PM
			Girl character with straight hair playing traditional lyre.	179	GOR, POA
			A group playing various musical instruments.	180	RAC, CG, POA
			A man with braid hair wearing a polite shirt.	182	PM
			A singer wearing glasses holding a mic.	183	PM, GOR, POA

			A group of western musicians.	184	RRED, CG, POA
			A group of old western musicians.	185	RRED, CG, POA
			A man with straight hair, thick eyebrows	187	PM
			Vocalists' western musicians.	189	RAC, RRED, POA
			A girl with ponytail hair wearing casual clothes.	189	PM

			<p>A man wearing formal clothes.</p>	<p>190</p>	<p>PM</p>
			<p>A woman and a rabbit.</p>	<p>192</p>	<p>PM, MN</p>
			<p>Types of natural disaster in the world</p>	<p>196</p>	<p>MN</p>