EMPOWERING CHARACTER BUILDING-BASED EDUCATION: AN EVALUATION ON OFFICIAL ENGLISH TEXTBOOK

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Abstract

Pancasila is the ideology of the nation and becomes the foundation of Indonesian characters. However, based on the reality, there were many Indonesian's characters that are far below expectation of the standard in *Butir-butir Pancasila* (Items of *Pancasila*), as a further explanation of the values in Pancasila. Therefore, it is needed to introduce of *Pancasila* and its 45 items in our formal education system. Textbook still become the primary media formal education schools. By assessing several books which were published by distinguished publishers and used in schools, it was found that they included only a very few of those items. This study was held to know if character points of *Pancasila* which Indonesian learners need to know have been included in the textbooks titled When English Rings the Bell: *Buku Siswa* and When English Rings the Bell: *Buku Guru* which were officially published by the Educational and Cultural Ministry of Indonesia and used the primary textbook in models schools as the implementation of *Kurikulum* 2013. The findings showed that as the official textbook has adequate number of *Pancasila* items in it. However, the teachers' role was still the most important factor to make those items were known and can be applied.

Keywords: character building; text book; nation ideology; education

Abstrak

Pancasila adalah ideologi bangsa dan menjadi fondasi karakter Indonesia. Namun, berdasarkan kenyataan, ada banyak karakter Indonesia yang jauh di bawah ekspektasi standar dalam Item Pancasila, sebagai penjelasan lebih lanjut tentang nilai-nilai dalam Pancasila. Oleh karena itu, perlu untuk memperkenalkan Pancasila dan 45 poinnya dalam sistem pendidikan formal kita. Buku teks masih menjadi media pendidikan formal sekolah dasar. Dengan menilai beberapa buku yang diterbitkan oleh penerbit terkemuka dan digunakan di sekolah-sekolah, ditemukan bahwa mereka hanya memasukkan sedikit dari barang-barang itu. Penelitian ini diadakan untuk mengetahui apakah poin-poin karakter Pancasila yang perlu diketahui oleh pelajar Indonesia telah dimasukkan dalam buku teks berjudul When English Rings the Bell: Books Student and When English Rings the Bell: Books's Teacher yang secara resmi diterbitkan oleh the Educational and Kementerian Kebudayaan Indonesia dan menggunakan buku teks utama di sekolah-sekolah model sebagai implementasi dari Kurikulum 2013. Temuan menunjukkan bahwa sebagai buku teks resmi memiliki jumlah beberapa poin Pancasila yang memadai di dalamnya. Namun, peran guru masih merupakan faktor terpenting untuk membuat item-item itu diketahui dan dapat diterapkan.

Kata kunci: pembangunan karakter; buku teks; ideologi bangsa; pendidikan

Introduction

A character is a unique trait in a person or place that makes them different from others that have been attached to individuals since their early childhood to maturity. It was derived from the forms of an environment such as from their parents at home, the teachers at school, and others that had acquaintance with the person. As an identity of a person, a character is very essential to help people get a proper relationship with their community, while at the same time, the community also influence the character of its members.

A particular community usually has its own ideology, including the ideology of the nation. Indonesia as a pluralistic nation has many tribes with different cultures and languages. However, Indonesian people have lived together in harmony in the diversity especially after the establishment of *Pancasila*, and it should be the base value of the character among all Indonesian people. *Pancasila* is a national consensus of the pluralistic in Indonesia. It is the unity symbol of Indonesia where "shared values" and "shared ideas" met and joined as "common platform" in life as a nation (Ubaedillah & Rozak, 2000, pp. 20-21).

Kaelan (2008) stated that the term *Pancasila* was initially from *Sanskrit, panca* means five and *syila* means base or *syiila* which means proper behavior regulation which is essential. Therefore, the direct translation of *Pancasila* with a vocal *i* means five bases, and *Pancasila* with double vocal *i* means five crucial points of proper behavior regulation. There are five values emphasised in *Pancasila*, Belief in the one and only God, Humanity, Unity, Democratic, and Justice (Kaelan, 2008, pp. 21-28).

The government of Indonesia has adapted all the five bases as its fundamental values. Ali (2014) mentioned that there are more specific values that included within each *sila* of *Pancasila*.

The first *sila* is *Ketuhanan yang Maha Esa* (Belief in one and only God). This underlies and animates the four-other *silas* (Herdiawanto & Hamdayama, 2010, p.9). This is in accordance with human's destiny as creatures of the one and only God (Kaelan, 2008). Moreover, the belief in the one and only God actually becomes the base of how humanity, unity, democracy, and justice can be reached in the society in Indonesia. That because the belief supports the existence of other values which can be found in the second to the fifth *sila*.

The second one is *Kemanusiaan yang adil dan beradab* (Just and civilized humanity). Humanity is the embodiment of civilized, moral, and religious creature. Furthermore, just and civilized humanity support unity, democracy, and justice in society (Kaelan, 2008, p. 80). It means humanity reflects the value of believing in the one and only God and then supports unity, democracy, and justice in Indonesia.

The third *sila* is *Persatuan Indonesia* (The unity of Indonesia). The unity reflects the existence of the value of the first and the second *sila*, belief in the one and only God and just and civilized humanity. Meanwhile, the existence of the value of democracy and social justice in society in Indonesia is based on the unity. Indonesia is a pluralistic nation; there are many tribes with different cultures and languages. However, Indonesian people since a long time ago have lived together in harmony in the diversity. That because diversity in Indonesia is directed into unity to achieve shared goals (Kaelan, 2008, p. 81).

The fourth *sila* is *Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan perwakilan* (Democracy guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives). People are the primary advocates of a nation; hence democracy is essential. In a democracy, there an emphasized of

democracy applying, but in Indonesia democracy should be accompanied by a responsibility to God and the community. It also should be followed with attitude uphold toward the dignity of humanity. Moreover, it should be ensured and strengthen the unity in living in the society. That means, the democracy also admits that diversity is a part of human nature, but still, there are similarities among people which can lead the people to work together for civilized humanitarian (Kahne & Westheimer, 2003). This *sila* also emphasize the importance of deliberation (musyawarah) as a moral of civilized humanity. Also, it bases the social justice in social life to achieve the shared goal (Kaelan, 2008, p. 82-83).

The fifth one is *Keadilan sosial bagi seluruh rakyat Indonesia* (Social justice for all of the people of Indonesia). It is fair in the intra-individual relation, in the individual's relation with other(s), in the individual's relation towards the society and the nation, and the individual's relation to God. Hence, there are three points of justice which should be implemented. They are 1. Distributive fairness, the government is to meet their obligations of justice for the citizens in the form of welfare, assistance, subsidiaries, and opportunities in life in together based on their rights and obligations, 2. Legal fairness or fairness in obedience, citizens are to meet the obligations of justice by obeying the regulations which applied, and 3. Commutative fairness, citizens are to meet the obligations of justice among themselves (Kaelan, 2008, p. 83)

From those *silas*, 45 more detail values were derived called *Butir-butir Pancasila* or Items of *Pancasila*. Those Items of *Pancasila* as based values in developing Indonesian learners' character, were concised to be 18 points presented by other scholar: *religius* (religious), *jujur* (honest), *toleransi* (tolerance), *disiplin* (discipline), *kerja keras* (hard-working), *kreatif* (creative), *mandiri* (independent), *demokratis* (democratic), *rasa ingin tahu* (curiosity), *semangat kebangsaan* (spirit of nationalism), *cinta tanah air* (affection toward the homeland and nation), *menghargai prestasi* (appreciate the accomplishment), *bersahabat/komunikatif* (communicative), *cinta damai* (love peace), *gemar membaca* (fond of reading), *peduli lingkungan* (environmental awareness), *peduli sosial* (social concern), and *tanggung-jawab* (responsibility) (Listyarti, 2012, pp. 5-8).

Those items are designed to become the foundation of Indonesian character building, and students learn those items in schools, both explicitly and implicitly.

In many countries, including in Indonesia, the textbook is still essential as a learning media. Not only had the teacher, but the learners even felt more secure also with the existence of them. Therefore, the selection and evaluation of the textbook must be done to reach the objective of learning (Rahimpour, 2011; Gudmundsdottir, 1990).

In selecting the learning device, especially text-book, which will be used in the class, there are some considerations that should be well addressed by the teachers. There are some features which should be included in a good textbook. They are: accuracy, relevance, communicative, complete and systematic, student-centered oriented, inclined to the ideology of the nation and state, employed the rules of language well, and applied well readability (Akbar, 2013, pp. 117-118).

Textbook plays a vital role in educational programs as it is considered as the primary instructional resource in schools. As one of the teaching materials, a textbook is used by the teacher and the students, and sometimes it determines the activities in the classroom. By using a textbook, the teacher can decide the materials which are determined by the curriculum and syllabus. Moreover, a textbook is

not only as a course book but also as a set of teaching and learning guideline.

According to Cunningsworth (1995), the textbook in English class can serve as a resource for teachers' oral and written presentation, a source of activities for learners in practicing communicative interaction. It was also a reference source for learners on grammar, vocabulary, pronunciation etc., a source of stimulation and ideas for language activities in the classroom, a syllabus, a resource of a worksheet, and support for novel teachers to increase self-confidence. Moreover, Harmer (1996) also stated that a textbook is an aid in to support the teaching and learning process in the class. That means teachers should be able to use the textbook depends on the syllabus, not the syllabus depends on the textbook. Therefore the functions of the textbook can be reached.

Previous research on books published by commercial publishers has shown that those books do not have enough content that can be associated with character building based on the ideology. Therefore, people will expect that the textbook which was compiled and published by the government through the Educational and Cultural Ministry, as the competent authority of education in Indonesia, would include more Items of *Pancasila* as the foundation of character-building based education within the books.

As the authority, the Educational and Cultural Ministry, published official textbooks that are used in some model schools to implement the latest curricula. After studying the other books that were published by commercial publishers, finding out whether the *Pancasila* character-building points included into the textbooks titled When English Rings the Bell: *Buku Siswa* and When English Rings the Bell: *Buku Guru* which compiled by the Educational and Cultural Ministry of Indonesia or not is considered needed. Because this book should be the example or the standard for other textbooks that will be used in our formal education.

Methods

This research is a qualitative one because this research data is a sort of detailed set, contains more words and pictures than numbers, and tends to use analysis. In collecting the data which are the existence of the 18 points of character from Listyarti (2012) in the textbooks, two professional English teachers were also be interviewed.

The character points by Kemdiknas also be correlated to the character points shown in the textbooks titled When English Rings the Bell: *Buku Siswa* and When English Rings the Bell: *Buku Guru* compiled by the Educational and Cultural Ministry using Guttman Scale. In correlating it, a measurement scale which the generated data only have two alternatives of the answer, 'yes' or 'no', 'true' or 'false', and 'positive' or 'negative'.

Results and Discussion

Results

Table 1. points of character found by the researcher

No	Point of Character	Found	Can not be Found	Description
1	Religious	V	-	Found only in *Buku Guru*, p. 2, 28, etc.
2	Honest	V	-	Implied; there are some assignments which the learners will do individually. It will teach them to be honest in doing the assignments in *Buku Siswa*, p. 74, 100 and p. 2, 28, etc. in *Buku Guru*.
3	Tolerant	V	-	Found only in *Buku Guru*, p. 2, 28, etc.
4	Discipline	V	-	Found only in *Buku Guru*, p. 2, 28, etc.

No	Point of Character	Found	Cannot be Found	Description
5	Hard-working	-	V	Cannot be found in both *Buku Guru* and *Buku Siswa*.
6	Creative	V	-	Implied; some of the assignment in the book need creativity of the learners in *Buku Siswa*, p. 100.
7	Independent	V	-	Implied; some of the assignment in the book need independency of the learners in *Buku Siswa*, p. 74.
8	Democratic	-	V	Cannot be found in both *Buku Guru* and *Buku Siswa*.
9	Curiosity	V	-	Found only in *Buku Guru*, p. 2, 28, etc.
10	Spirit of nationalism	V	-	Implied, in *Buku Siswa*: 1. Kartini's day, p. 46 2. National day of Indonesia, p. 49
11	Affection toward the homeland and nation	V	-	Implied, in *Buku Siswa*: 1. Pictures of traditional clothes, traditional houses, and a tourism place of Indonesia, p. 52-53 2. Pictures of the activities of Indonesians, p. 154 3. Pictures of the public figures and a national hero of Indonesia, p. 161
12	Appreciate the accomplishment	-	V	Cannot be found in both *Buku Guru* and *Buku Siswa*.
13	Communicative	V	-	Implied; in *Buku Siswa*: 1. An assignment about thank other people, p. 140 2. Example of greetings in Chapter I, p. 2 3. Example of work in group assignment, p. 145 4. An assignment on page 13-14 In *Buku Guru* there is an explanation of how to do the assignment on page 13-14 in *Buku Siswa*
14	Love peace	V	-	Found only in *Buku Guru*, p. 2, 28, etc.

No	Point of Character	Found	Cannot be Found	Description
15	Fond of reading	V	-	Implied; an example of library card in *Buku Siswa*, p. 13-14. Explained in *Buku Guru*, p. 43.
16	Environmental awareness	V	-	1. Example of signs in Chapter VIII in *Buku Siswa*, p. 166. 2. Group assignment on page 145 in *Buku Siswa*.
17	Social concern	V	-	Found only in *Buku Guru*, p. 2, 28, etc.
18	Responsibility	V	-	Found only in *Buku Guru*, p. 2, 28, etc.

It was found that there are 15 points were found out of 18 points of character that Indonesian learners should have in the textbooks titled When English Rings the Bell: *Buku Siswa* and When English Rings the Bell: *Buku Guru* which were compiled by the Educational and Cultural Ministry of Indonesia (see the table). Seven points were found in *Buku Guru*, 6 points were found in *Buku Siswa*, and 2 points were found in both *Buku Guru* and *Buku Siswa*. They are: religious, honest, tolerant, discipline, creative, independent, curiosity, the spirit of nationalism, affection toward the homeland and nation, communicative, love peace, fond of reading, environmental awareness, social concern, and responsibility.

Religious is an attitude of worshipping freely following their religion and belief and respecting and cooperating among people with a different belief. However, the religious point found only in *Buku Guru*, p. 2, 28, etc. with no specific explanation.

Other points that also can be found only in *Buku Guru* p. 2, 28 and so on are tolerant, discipline, curiosity, love peace, responsibility, and social concern but with no specific explanation for each.

The spirit of nationalism that can be found on page 46 and page 49 about national days in Indonesia. Meanwhile, affection toward the homeland and nation can be found on page 52-53, 154, and 161 from *Buku Siswa*. Followed by point communicative that can be observed on page 2 (Chapter I), 140, and 145 and fond of reading that is implied on page 13-14 but explained in *Buku Guru* on page 43. Meanwhile, the example of the environmental awareness point can be found on page 145 and 166 in *Buku Siswa*.

Figure 1. Exampe of National days of Indonesia, one example of spirit of nationalism found on page 49 in *Buku Siswa*

The second one is honest that can be developed implicitly through how the learners do their responsibilities. This point was also found to be integrated with the creative and independent point. Then the creative point that can be evolved through the assignments which need the creativity of the learners. In fact, most

points can be taught implicitly through the assignments, tests, or even icebreakers.

However, the honest point was not only found in *Buku Guru* but also *Buku Siswa*. It was found implied on page 74, 100 in *Buku Siswa*. On the pages, there are assignments which the learners will do individually. It will teach them to be honest in doing the assignments, that they do it by themselves. This point must be accustomed to them so that they can apply it in their daily life. This point also integrated with two other points, creative and independent.

On page 74, the assignment is to make a frame for their family picture by themselves. The assignment is integrated with the independent point because this assignment needs the independence of the learners.

Meanwhile, on page 100, the assignment is to make a plan of their future house. This assignment is integrated with the creative point since it needs the creativity of the learners in making their plan.

Next is the spirit of nationalism. Spirit of nationalism is found implied in *Buku Siswa* on page 46 and page 49. On page 46 is found about Kartini's Day while on page 49 there is a table of national days of Indonesia. Indonesian learners should understand why they commemorate national days, by learning it they will also learn the history behind the national days and hopefully will emerge their nationalism feeling.

The next point, affection toward the homeland and nation was implied in *Buku Siswa* on page 52-53, 154, and 161. On page 52-53, there are pictures of traditional clothes, traditional houses, and a tourism place of Indonesia, and on page 154, there are pictures of the activities of Indonesians; there is a picture of young Indonesian boy is making batik. The explanation of those pages can be elaborated to grow learners' love toward their country.

The next is communicative that was found implicitly in *Buku Siswa* on page 2, 13-14, 140, and 145. Page 2 is the first page of Chapter 1 which talks about Greetings. In this chapter, the learners will learn how to greet their family members, teachers, and friends, based on the right situation, also how to respond when other(s) greet them. This part will teach them to be more friendly and communicative with other people.
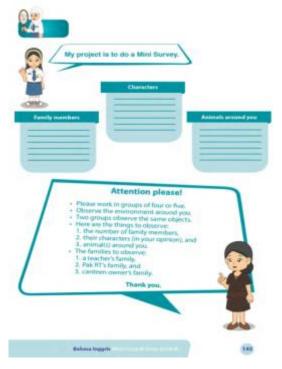

Figure 2. Example of work in group assignment on page 145 in *Buku Siswa*

On page 13-14 there are four library membership cards which are still in blanks and the learners should ask their friends' identity to fill the blanks. This assignment is integrated with the fond of the reading point. Meanwhile, page 140 is about an assignment about thanking other people, the learners are asked to make a list of people who have helped them in one day, and they thank them. This part will teach them to be accustomed to thank other people. Also, on page 145, there is an example of work in group assignment. The assignment is to observe the neighborhood around them. In group

assignment like this, they will learn how to communicate and work in groups. Furthermore, this assignment is integrated with the environmental awareness point.

Fond of reading was found implied on page 13-14 in *Buku Siswa* but explained a lot on page 43 in *Buku Guru.* That happens because in *Buku Siswa* on page 13-14 there is four library membership card which is still in blanks and the learners should ask their friends' identity to fill the blanks. This assignment is integrated with the communicative point.

The last is environmental awareness. Environmental awareness was found on page 145 and 166 in *Buku Siswa.* On page 145, there is an example of work in group assignment. The assignment is to observe the neighborhood around them. In group assignment like this, they will learn how to communicate and work in groups. Furthermore, this assignment is integrated with the communicative point. Moreover, on page 166, there are several pictures of signs and warnings around the neighborhood that the learners should know.

Discussion

A textbook can be a powerful tool to deliver the messages, including providing examples to students of how to be part of the society or to learn about right or wrong (Sosik, 2015). As the institution that has the authority to state its books as the official ones, Ministry of Education should have well considered about the content of its books, so they meet the goals of national educations, where the students to have character as *Pancasilais* (includes the values in *Pancasila*) was part of it.

Since human is a social creature that cannot live alone, to develop good character is not solely based on parents' responsibility only or teachers' only. All parts of the community have their own responsibility to encourage its members to have good character (Novick, Kress, & Elias, 2002;

Spears, 2010). As one of the important parts of the community, teachers play a very significant role to help the students develop their character. It is because of their unique bond that sometimes makes the students really cares about what the teachers told them (Lumpkin, 2008; Lickona, 2009). Their acquaintances in schools were very precious moments for students' character development, especially in Indonesia and some other countries, where teachers gain respect as parents in schools.

Schools are also the places where the children learn to be part of a community, where they learn to understand and care each other, to become honest and trustworthy, to cooperate with others and to learn to apply their moral values in real life (Ryan & Bohlin, 1999; Lareau, 1987; Tapanes, Smith, & White, 2009). In schools, the children have their surroundings not only come from the same age, but also from different ages that may be older or younger. They also have interaction with other students with different genders, background, habits, learning styles, and many others.

It is essential to educate the children the mutual benefit and understanding, how the loss of them may have a significant impact in their future (Putnam, 1993; O'Sullivan, 2004). Other research had shown that the moral education that was implemented in schools and well supported by the parents and community could improve the children's achievement in schools (Chen & Uttal, 1988). The ability to control themselves was one of the critical factors in getting a better understanding of their environment, and in the end, allowed them to learn what was best to do to acquire better knowledge and better achievement.

It is also important to understand that learning to respect others' perspectives was not prepared by the inner system. It is something that should be informed and taught. Children need to learn how to accept the differences in thinking and to act (Elias, 2009; Mackenzie, 1909). Schools have a serious responsibility in creating the environment that helps the students possess good character (Bencivenga & Elias, 2003; Elias, 2009). The system in schools must provide the attention that systematically designed to build the students social-emotional skills that become the basic foundation of good character. It can be done by providing the materials that completed with good examples of those characters, as well as the ability of the teachers themselves in engaging all the sources, tasks, and instructions to meet the demand of character building.

One of the ways that can be used by the teachers to help them providing materials that related to the need for building students' good character was the availability of the good teaching-learning media. One of them is the textbook. Books that mostly provide material in reading forms or pictures had been proven to be one of the most effective tools to attract the students' attention (Anderson, 1984). Through books, students can also learn independently about many things, including understanding how to behave with others (Almerico, 2014; Kilpatrick, Wolfe, & Wolfe, 1994). Therefore, choosing good textbooks is an essential ability for teachers.

Nowadays, the children face more challenging future that requires them to be mentally healthy and possess the character that can empower themselves in facing their disputes. Developing character is not automatic progress, it is developed step by step through times (Pala, 2011; Elias, 2009). Since schools are one of the places where the children spend their time most (Park & Peterson, 2009), it is crucial for the teachers and the school environment to provide the condition and the media that can help the students develop their ideal characters.

Conclusion

Even though not all points were covered, the book that was provided by the government is credible enough to be used as one media not to teach only English, but also can be used as a material of discussion on how to implement characters education in Indonesia.

It is very crucial for teachers to understand that their teaching-learning process is not only about transferring their knowledge to their learners but also educate their learners in order to have good characters. It is indeed suggested that teachers do not only depend on textbooks in teaching; they need to search and compiled their material with other sources or creativities to enrich the teaching-learning process.

To find out whether the goal of character building can be achieved comprehensively in the school environment, further study can be conducted by finding out whether the points of *Pancasila* included in other subject textbooks or not. The observation of school activities will also provide information about how the school community practices or implements the value of *Butir-butir Pancasila.*

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