Representation of Character Education Values Based on Lickona’s Perspective in English Textbooks at Indonesian Elementary Schools

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Abstract
The context of this study is the Society 5.0 period in the field of education. Children’s education begins in elementary school. All human potential must be developed via education if people are to develop into people who can uphold moral principles. As a result, the Indonesian government is creating primary school textbooks that may include moral principles in the teaching and learning process. This research investigated at character education from Lickona’s perspective in English textbooks at the 4th grade Indonesian Elementary school. Descriptive qualitative research of this kind included steps of data gathering, data reduction, data presentation, and conclusion-making. The result shows that English textbooks for fourth grade elementary school students’ Curriculum Merdeka apply characters based on Lickona’s perspective from all aspects, although not every chapter has each character aspect based on Lickona’s perspective.

Introduction

Elementary school as the basis of children’s education must play more of a role in building all human potential so that children become individuals who are able to apply character values (Khosiyono, 2022). However, the challenge is that there are many students who are less able to apply character values. In the field of education, this includes the implementation of ICT-based learning and character education in the perspective of National Education Technopreneurs and the field of research, the implementation of collaboration, and downstream effect of research results. In addition, textbooks or learning materials generally consist of knowledge, skills, and attitudes that students must learn in order to achieve predetermined learning objectives. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values. Textbooks are books that are the main guide in the learning and teaching process used by students. A
textbook is prepared and written intentionally for students by people who master the discipline with the aim of helping to facilitate the teaching and/or learning process for students (Komalasari, 2010:42).

According to Permen Dikbud Number 8 of 2016 textbooks are the main learning resources to achieve basic and core competencies and are declared feasible by the Ministry of Education and Culture to be used in education units. As a medium and source of learning, textbooks are able to transform knowledge and life values related to the basic competencies being taught. The textbook is a book that contains descriptions of materials about certain subjects or fields of study, which are arranged systematically and have been selected based on certain goals, learning orientation, and student development to be assimilated (Khosiyono et al., 2019; Muslich, 2010). Textbooks are one component of the learning system that plays an important role in helping students achieve predetermined learning goals (Khosiyono et al, 2021). By applying the textbooks that have been developed, it is hoped that alternatives will be obtained for teachers in delivering learning materials so that the teaching and learning process will run more optimally and in the end the learning outcomes and activities of students are expected to also increase. Elementary schools are able to have character values in learning materials.

The character education requirement has been described as a “semantic” minefield” (Berkowitz & Bier, 2014, p. 249). There is substantial variability in the implementation of programs that call themselves character education (McGrath, 2018). While some character education programs are pedagogical, others focus on peer relations and community engagement. Some use literature to teach character, while others emphasize guidance (Berkowitz & Bier, 2007). Thus, Lickona (1991, 2004) describes community and social influence as important for character development, although his framework also recognizes the importance of schooling and the use of both direct (teaching) and indirect (modeling) methods. He views character education as a deliberate effort to improve moral functioning and performance (Lickona & Davidson, 2005). He also emphasizes that character education basically focuses on inculcating virtue with a focus on cognitive, behavioral, and emotional dimensions (Lickona, 2001; Lickona & Davidson, 2005). Contemporary definitions of character education reflect and build on Lickona's framework. Developing character means individual growth in aspects that support moral functioning, including behavior, cognition, affect, values, personality, identity, and skills. Howard et al. (2004) describes character education as necessary to involve interpersonal relationships and public issues. The authors define it as an attempt to teach an individual how to make ethical judgments and instill in them the ability to act on the basis of these judgments. The term character education has been known since the 1900s, Lickona (1991) said that character education includes three elements, namely knowing the good, loving the good, and doing the good. That is, Lickona's research shows that character education includes knowledge, attitudes, motivation, to behavior. The purpose of this study is to examine character education in English textbooks for fourth-grade elementary school students based on the Lickona perspective.

Method

The study used qualitative content analysis. The methodology for this study's flow and data analysis was based on Miles and Huberman's (2014) flow, which covered the phases of data collection, data reduction, data displays, and conclusion-making. The Study Data Card, which includes a component on character values from a Lickona standpoint, is the research’s main tool. An English primary textbook for the fourth grade of elementary school served as the research’s primary source of data in the form of words, phrases, and other elements with values related to character education. The phases of data analysis are presented in FIGURE 1.
Results and Discussion

The results of this research evaluated the Lickona perspective-based character education values in the textbook of English students grade IV in elementary schools which consists of ten indicators, namely wisdom, fairness, fortitude, self-control/simplicity, love 'selfless love, a positive attitude, hard work, integrity, gratitude, and humility. Representations were assessed in terms of the activities of the characters and the attributes they are associated with.

Figure 2 shows that the English textbook teaches students to have a justice or wisdom character (Lickona, 2004; Abdullah, et.al 2019). In the picture, students can be seen working together to clean the classroom. All students work according to their respective divisions. This picture reflects the character of justice or wisdom in the division of tasks in cleaning the classroom.
Figure 3 shows that the English textbook teaches students to have hard work character (Lickona, 2004). In the picture, people work hard according to their respective jobs. This picture reflects a person who has a hard-working character. An attitude that demonstrates a sincere attempt to overcome various hurdles embodies hard work (Wardani et al., 2019). Human life quality is determined by the nature of hard work, specifically by the persistence with which people perform their professions (Amin et al., 2021; Yantoro et al., 2021).

Figure 4 shows that the English textbook teaches students to have love ‘selfless love’ character (Lickona, 2004). The picture shows a family having dinner together every day. Having dinner together gives them a sense of mutual love for each other. Therefore, the material in this learning can teach students to love each other, and love family, friends, teachers, and others (Klemashevich, 2021).
Conclusion

Based on the results and discussion, the English textbook for the fourth-grade students in the Indonesian elementary school of the Merdeka Curriculum (Independent Curriculum) applies characters based on the Lickona perspective from all aspects, although not every chapter has each character aspect based on the Lickona perspective. Give further examples of chapters that do not reflect Lickona’s perspective on character.

Provide further elaboration of the kinds of character-development values that are integral to Merdeka Curriculum. If possible contrast, the source textbook, My Next Word in Elementary Schools, with another English textbook for fourth graders.

Recommendations

For teachers, teachers need to add characters based on Lickona's perspective in the learning process in lesson plans or in teaching and learning activities, and teachers should be more creative and careful in giving various tasks to students because not all indicators in the application of character strengthening based on Lickona's perspective are all contained in textbooks. Subsequent researchers should focus on preparing the data collection process and everything else that is needed so that the research can be completed properly. Ensuing studies could compare and contract a set of textbooks using Lickona’s character framework.

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