

**A CONTENT ANALYSIS OF CHARACTER EDUCATION IN “ENGLISH
FOR NUSANTARA” TEXTBOOK FOR SEVENTH-GRADE STUDENTS**

THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2023**

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfilment
of the Requirement for the Degree of Education (S.Pd.) in the English Education
Department

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APPROVAL SHEET

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Assalamu'alaikum Wr. Wb

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MOTTO

We can't be good at everything but it doesn't mean that we can't do anything.

We are not perfect, but that's okay.

THESIS DEDICATION

I dedicate this thesis to my mother who has always listened and never demanded me; my father who has always provided the best support materially and prayerfully; My sisters, brother, and niece who have always paid attention to all my needs and the progress of my thesis; all my friends who have given encouragement and strength; And lastly to myself who succeeded in fighting doubts and fears.

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May Allah SWT give health, physical, and emotional well-being as well as multiple rewards for the deeds and assistance given to the author. The author realizes that this thesis could be better. Therefore, any criticism and suggestions will be greatly appreciated for better papers in the future.

Malang,

May, 17th 2023



Kusnul Ilma Liagustin

LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Diphthong Vocal

أَوْ = aw

أَيَّ = ay

أُوْ = Ū

إِيْ = Î

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ABSTRACT

Liagustin, Kusnul Ilma. 2023. A Content Analysis of Character Education in “English for Nusantara” Textbook for Seventh-Grade Students. Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State University, Malang. Advisor: Dr. H. Langgeng Budianto, M.Pd.

Keywords: Content analysis, character education, English textbook

Educational institutions become the central place to create a better young generation through character education. Character education is a process of knowing the good, loving the good, and practicing the good. The process involves cognitive, emotional, and physical aspects. Thus noble character can be carved into habits of mind, heart, and hands. Character education in the independent curriculum is outlined in the Pancasila Student Profile, which in its implementation, must be applied to all aspects of teaching and learning. This research analyzed character education contained in the reading and conversational texts of the English for Nusantara textbook for seventh-grade students. In addition, this research revealed the character focus contained in the textbook. The research methodology used a descriptive qualitative approach and content analysis technique. The instruments of this research were the researcher and a datasheet. The characters found in the textbook were classified into six dimensions of the Pancasila student profile. The results showed that the six dimensions of the Pancasila student profile were found. The dimension of having faith, fear of God Almighty, having a noble character 33.2%, the dimension of global diversity 12.9%, the dimension of mutual cooperation 16.7%, the dimension of independent 20.4%, the dimension of critical reasoning 7.5%, the dimension of creative 9.3%. In the six dimensions of the Pancasila student profile, which have 20 elements, only 19 were found, while one element that was not found was intercultural communication and interaction. The characters in this book are mostly integrated implicitly. The primary focus dimension of the English for the Nusantara textbook was having faith, fear of God Almighty, and having noble character. In addition, the main focus element in this textbook was the manner towards others. Based on the classification of character education quality, this textbook scored 95% and was classified as very high.

ABSTRAK

Liagustin, Kusnul Ilma. 2023. Analisis Isi Pendidikan Karakter dalam Buku Teks “English for Nusantara” untuk Siswa Kelas Tujuh. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Analisis isi, pendidikan karakter, buku teks Bahasa Inggris

Institusi pendidikan menjadi tempat sentral untuk menciptakan generasi muda yang lebih baik melalui pendidikan karakter. Pendidikan karakter adalah proses mengetahui yang baik, mencintai yang baik, dan mengamalkan yang baik. Proses tersebut melibatkan aspek kognitif, emosional, dan fisik, sehingga karakter yang mulia dapat diukir menjadi kebiasaan akal, hati, dan tangan. Pendidikan karakter pada kurikulum merdeka dituangkan dalam Profil Pelajar Pancasila yang pada implementasinya harus diterapkan pada seluruh aspek pembelajaran. Penelitian ini menganalisis pendidikan karakter yang terdapat pada teks bacaan dan percakapan pada buku teks English for Nusantara untuk siswa kelas tujuh. Selain itu penelitian ini mengungkap fokus karakter yang terdapat dalam buku teks. Metodologi penelitian menggunakan pendekatan kualitatif deskriptif dan dengan menggunakan teknik analisis isi. Instrumen dari penelitian ini adalah peneliti sendiri dan lembar data. Karakter yang ditemukan diklasifikasikan ke dalam 6 dimensi profil pelajar Pancasila. Hasil penelitian menunjukkan bahwa ditemukan keenam dimensi profil pelajar Pancasila. Dimensi beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berahlak mulia 33,2%, dimensi berkebhinekaan global 12,9%, dimensi bergotong royong 16,7%, dimensi mandiri 20,4%, dimensi bernalar kritis 7,5%, dimensi kreatif 9,3%. Pada 6 dimensi Profil pelajar pancasila yang mempunyai 20 elemen hanya ditemukan 19, sedangkan satu elemen yang tidak ditemukan tersebut adalah kemampuan komunikasi interkultural dalam berinteraksi dengan sesama. Karakter pada buku ini sebagian besar diintegrasikan secara implisit. Dimensi yang menjadi fokus utama dari buku teks English for Nusantara adalah *have faith have faith, fear of God Almighty, and have noble character*. Selain itu, elemen yang menjadi fokus utama dalam buku ini adalah *manner towards other*. Berdasarkan klasifikasi kualitas pendidikan karakter, buku teks ini memiliki skor 95% dan diklasifikasikan sebagai buku teks yang sangat berkualitas.

مستخلص البحث

لياغوستين ، كوسنول إلما. 2023. تحليل محتوى تعليم الشخصية في الكتب المدرسية "اللغة الإنجليزية لنوسنتارا" لطلاب الصف السابع. قسم تدريس اللغة الإنجليزية ، كلية التربية وتدريب المعلمين ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. ه. لانغينغ بوديانتو ، دكتوراه في الطب. الكلمات المفتاحية: تحليل المحتوى ، تعليم الشخصية ، كتاب اللغة الإنجليزية

تعد المؤسسات التعليمية مكانًا مركزيًا لإنشاء جيل شاب أفضل من الجيل السابق من خلال تعليم الشخصية. تعليم الشخصية هو عملية معرفة ما هو جيد ، وحب ما هو جيد ، وممارسة ما هو جيد. تتضمن العملية جوانب معرفية وعاطفية وجسدية ، بحيث يمكن نحت الشخصية النبيلة في عادات العقل والقلب واليدين. تم تحديد والذي يجب تطبيقه Pancasila تعليم الشخصية في المناهج الدراسية المستقلة في ملف تعريف الطالب في في تنفيذه على جميع جوانب التعلم. تحلل هذه الدراسة تعليم الشخصية الوارد في نصوص القراءة والمحادثات باللغة الإنجليزية لكتب نوسانتارا المدرسية لطلاب الصف السابع. بالإضافة إلى ذلك ، تكشف هذه الدراسة عن تركيز الشخصيات الموجودة في الكتب المدرسية. منهج البحث يستخدم المنهج الوصفي النوعي ويستخدم تقنيات تحليل المحتوى. أدوات هذا البحث هي وثائق وأوراق بيانات. تم تصنيف الشخصيات التي تم العثور تظهر نتائج الدراسة أن هناك ستة أبعاد لملف Pancasila. عليها إلى 6 أبعاد من ملف تعريف الطالب في ، أبعاد الإيمان ، الخوف من الله سبحانه وتعالى ، الشخصية النبيلة 33.2. Pancasila تعريف الطالب في بعد التنوع العالمي 12.9٪ ، بعد التعاوني 16.7٪ ، بعد المستقل 20.4٪ ، بعد التفكير النقدي 7.5٪ ، البعد الذي يحتوي على 20 عنصرًا ، تم Pancasila الإبداعي 9.3٪. في الأبعاد الستة لملف تعريف الطالب العثور على 19 عنصرًا فقط ، في حين أن أحد العناصر غير الموجودة هو قدرة التواصل بين الثقافات في التفاعل مع الآخرين. يركز كتاب نوسانتارا في اللغة الإنجليزية على طابع الإيمان والتقوى لله سبحانه وتعالى وامتلاك الشخصية النبيل

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss the background of the study, research questions, research objective, the significance of the study, limitation of the study, and definition of the key term.

1.1 Background of the Study

The role of character education is essential to build one's personality. Therefore, character education should be carried out through various aspects of life, such as educational and learning activities. Lickona (1996) defined character education as the conscious effort of schools, families, and communities to ensure that young people understand, take care of their responsibilities, and behave in accordance with basic moral principles. The existence of character education in schools is expected to influence student behaviour so that students are not only equipped with knowledge but also have good character.

Ki Hajar Dewantara stated that character education should be directed at forming the nation's character in accordance with the nation's religious and cultural values. It means that fostering character education is essential to be applied consistently to students so that it will produce a habit and become a culture. He went on to say that education is a cultural effort that aims to guide the life of children's growing bodies and souls based on their personal nature and the impact of their surroundings. They make progress physically and mentally towards moral perfection. The maximum moral level that humans can reach throughout their lives is the moral of humanity (Rau et al., 2020).

The virtue of having good character is mentioned by Rasulullah SAW in the following hadiths:

أَكْمَلُ الْمُؤْمِنِينَ إِيمَانًا أَحْسَنُهُمْ خَلْقًا

The believer with the most perfect faith is the one with the best morals.

(HR. Tirmidzi no. 1162)

Based on the hadith, having good character is the characteristic of a person who believes in Allah SWT. Good character can be reflected in a person's everyday attitudes, actions and behaviour.

Furthermore, character education is practiced in several countries, including Indonesia. In Indonesia, character education has been strengthened and socialized by the government since character education became mandatory in all schools in 2010. The Minister of Education and Culture (Mendikbud), Nadiem Anwar Makarim, established the Pancasila Student Profile (Profil Pelajar Pancasila) as one of the Ministry of Education and Culture's vision and mission, as stated in Permendikbud number 22 of 2020 concerning the Ministry of Education and Culture's 2020-2024 character education strategic plan. The Pancasila student profile is the fundamental reference that influences education policy in the merdeka curriculum (independent curriculum), as well as a reference for educators in developing students' character and competence (Kemendikbud Ristek, 2022b).

Moreover, the Pancasila student profile is integrated into learning outcomes, learning objectives, or learning materials/topics. In its application, the English subject can achieve the Pancasila student profile through written text

material, visuals, oral texts, and activities developed in the teaching and learning process (Kemendikbud Ristek, 2022a).

Pancasila student profile is a lifelong learner who represents global competency and behaves in accordance with the principles of Pancasila. The Pancasila student profile consists of six dimensions, which are: 1) having faith, fear of God Almighty, and having a noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning and 6) creative (Kemendikbud Ristek, 2022b). The Pancasila student profile is designed to strengthen the nation's character and build the nation's next generation who are superior and able to answer present and future challenges based on the noble values of Pancasila.

Character education needs to be emphasized in Indonesia, especially since recently Indonesia was shocked by the many cases, such as intolerance between citizens, cases of violence, and brawls between students. Another phenomenon that is increasingly concerning is the existence of free sex. The KPAI (Indonesian Child Protection Commission) survey, together with the Ministry of Health in 2018, which conducted a survey in several major cities in Indonesia, stated that 62.7% of Indonesian teenagers have had premarital sex (Khotimah et al., 2019). Those are the actual proof that the country faces a crisis of character that must be resolved immediately. This will be the role of the Ministry of Education and Culture in dealing with student-related issues. The cases confirm that character education is the main aspect of solving the problem. Through the cultivation of character education, there will be many activities that can be preventive actions to overcome these problems.

However, in this study, the researcher only focused on character education from students' textbook as an important tool to support learning in schools. Since textbooks in learning activities have a fundamental urgency that influences the formation of student characteristics and personalities. The material in the textbook can motivate students to act and think according to the explanation of the material and the understanding that has been obtained after reading the textbook (Nisa', 2022).

The Ministry of Education and Culture of the Republic of Indonesia requires all schools to implement character education, including the textbooks used by students. It means that when studying English textbook, students get material about language and are taught about character education. Therefore, it is essential for schools to choose suitable textbooks for students.

Cunningsworth in Wijayanti (2022) argued that a textbook is a source of ideas and activities in teaching and learning practices with communicative interactions. The textbook is used by teachers as guidelines in conveying material. A textbook is an essential instrument in teaching and learning, especially in English classes.

In addition, a textbook has a more complex organization than other instruments. The textbook provides a variety of activities such as reading, writing, speaking, and listening as well as various reference sources regarding grammar, vocabulary, and pronunciation. A textbook is also can be used by students to study independently.

Several pertinent prior studies were used as research references to support this study. A study carried out by Ananda (2022), Sari (2020), and

Sulistiyaningrum (2015) analyzed character education values contained in English textbooks. The three studies have several similarities, including the use of qualitative methods with content analysis techniques and the qualifications based on 18-character education values formed by the Ministry of Education and Culture for the 2013 curriculum. Meanwhile, in this study, the researcher will use the qualifications of the dimensions of the Pancasila student profile based on the Merdeka curriculum and using the English for Nusantara textbook published by KEMENDIKBUD in 2022.

1.2 Research Questions

The research question of this research was formulated as follows:

1. How are the dimensions of character education presented in the “English for Nusantara” textbook?
2. What is the dominant type of character education dimension in the “English for Nusantara” textbook?

1.3 Research Objectives

From the formulation of the problem that has been described, the objectives of the study are:

1. To identify the dimension of character education value presented in “English for Nusantara” textbook.
2. To find out the dominant type of character education dimension in the “English for Nusantara” textbook.

1.4 Significance of the Study

According to the above description, the study's significance are:

1. For students and teachers

This study aims to provide information about character education values to teachers and students so that they focus not only on language but also on aspects of character education. This research can help English teachers teach character education by knowing the distribution of character values in textbooks and provide awareness to be more selective in choosing books.

2. For the textbook author

This study provides information for textbook authors to be more selective and careful in writing textbooks to increase positive values and avoid negative elements that affect readers, especially students. Textbook authorship must be able to encourage character values that are in accordance with the Pancasila student profile.

3. For the further researcher

It can be utilized as a resource for other researchers interested in carrying out advanced or relevant research.

1.6 Limitations of the Study

This study limits the problem regarding character values from the textbook "English for Nusantara" for seventh-grade students by the Ministry of Education and Culture of the Republic of Indonesia. The researcher describes the character education contained in the textbook under the Pancasila student profile by the Ministry of Education and Culture of the Republic of Indonesia.

1.7 Definition of Key Terms

To minimize misunderstanding of terms in this study, the definitions of terms contained in this study have been explained as follows:

1. Content analysis is a method used in research to find and analyze the content contained in a document.
2. Character education is the process of shaping students' personalities through the process of knowing the good, loving the good, and acting the good.
3. English for Nusantara textbook is a source of ideas and activities in teaching and learning practices with communicative interactions developed under the learning outcomes of the Merdeka curriculum.

CHAPTER II

LITERATURE REVIEW

This chapter will explain the research-supporting theories. It consists of content analysis, concept of character education, values of character education based on Pancasila student profile, concept of textbook, English for Nusantara textbook, and character education and textbook correlation.

2.1 Content Analysis

Content analysis is a research technique for making replicable and valid inferences from text to context (Krippendorff, 2004). Eriyanto (2011) explained that content analysis is a method used in a study to discover and comprehend the content, or what is contained in the content of documents. In addition, Tharenou et al. (2007) claimed that when analyzing the content of publications, content analysis recognizes and classifies specific types of messages, both spoken and written. Depending on the research question and the level of knowledge about the topic, content analysis can evaluate data quantitatively or qualitatively.

According to Krippendorff (2004), subject matter content analysis is used on a wide range of printed materials, including textbooks, comic books, speeches, and print advertisements. In accordance with this, this study is a content analysis study focusing on character education in the reading and conversational text of English for Nusantara textbooks.

2.2 Character Education

2.2.1 Concept of Character Education

As defined by Thomas Lickona, a character is a person's nature to respond to situations morally (Lickona, 1991). Whereas character education according to Thomas Lickona is education to build a person's personality through character education, the effects of which are visible in a person's genuine actions, that are good behavior, responsibility, honesty, hard work, respect for the rights of others, and so on.

According to Ratna Megawati, character education is an endeavor to educate students to make wise decisions and apply them in everyday life to ensure they can make a positive contribution to their surroundings (Machali & Muhajir, 2011). Elkind and Sweet, cited by Julaiha (2014), claimed that character education is an intentional effort to support the understanding of individuals as well as concern about moral principles. The goal is to build children personalities to can become excellent human beings and citizens.

The Ministry of National Education's Character Education Team (2010) stated that “character development is carried out through several stages, including knowing, acting, and habit”. The government intensifying character education which aims to make people care, understand and act according to ethical values (Henzy et al., 2006). It trains the ability to do good so that it can improve the quality to become a person with a superior personality.

Character education in the context of education in Indonesia originates from the Indonesian culture itself to foster the young generation's

personality. According to the Ministry of National Education's grand design, Individual psychological and sociocultural character development happens throughout life. It is a function of all individual human potential (cognitive, affective, conative, and psychomotor) in the context of sociocultural interactions (in homes, schools, and communities).

Ki Hajar Dewantara stated that character education should be directed at forming the nation's character in accordance with the nation's religious and cultural values. This means that fostering moral values and character education is essential to be applied consistently to students so that it will produce a habit and become a culture. He went on to say that education is a cultural effort that aims to guide the life of children's growing bodies and souls, based on their personal nature and the impact of their surroundings, they make progress physically and mentally towards moral perfection. The maximum level that humans who develop throughout their lives can acquire is the moral of humanity (Rau et al., 2020).

Therefore, character education is more than just teaching children what is right and wrong; it also involves instilling habits (habituation) regarding good things in them so that they can understand (cognitively) what is right and wrong, can feel (affectively) the good values, and can perform it (psychomotor). To put it another way, character education must include not only components of proper knowledge (moral knowing), but also aspects of feeling good or loving good (moral feeling) and good behavior (moral action). Character education focuses on behaviors that are consistently carried out and practiced.

2.2.2 Values of Character Education Based on Pancasila Student Profile

The Pancasila student profile portrays Indonesian students as individuals who possess lifelong learning skills and global competence according to the principles of Pancasila. Pancasila student profiles exemplify an endeavor to meet national education goals. It become the primary reference for educational policy, as well as a resource for educators in developing students' character and competency (Kemendikbud Ristek, 2022b).

The Pancasila student profile is intended to develop the nation's character and to build the nation's next generation to be superior and capable of meeting current and future challenges by instilling Pancasila's noble principles in each student. Kemendikbud Ristek (2022) divided the Pancasila student profile into six dimensions, specifically:

1. Have faith, fear God Almighty, and have a noble character.

Indonesian students believe in and fear the God Almighty. Their faith and piety are shown in their extraordinary personality toward:

- a. Religious character

Pancasila students know God's nature and understand that His essence is love and compassion. Pancasila students are also aware that they are a creature who has received a mandate from God as a leader on earth who has the responsibility to love and care for themselves, their fellow humans, and nature, as well as carry out His orders and avoid disobeying His prohibitions.

b. Personal character

Noble morals are embodied in compassion and care. They realize that maintaining well-being is important at the same time as taking care of other people and the environment. Because of maintaining self-esteem, Pancasila students are honest, fair, humble, and behave politely.

c. Manner towards others

As members of society, Pancasila students realize that all humans are equal before God. His noble character is reflected in his affection for himself and his nobility towards his fellow human beings. Thus, they prioritize equality and humanity above differences and respect the differences that exist with other people.

d. Character towards nature

Pancasila students show their good character by being responsible, caring, and concerned about the natural world around them. Pancasila students realize they are a part of the earth's ecosystem that influences each other. They also admitted that as human being, they must protect and care for nature as God's creation.

e. Character towards the nation

Pancasila students understand and fulfill their rights and responsibilities as citizens, and they are aware of them. They place humanity, fellowship, national and state interests, and security above their interests.

2. Global Diversity

Indonesian students, as both global and local citizens, exhibit a tendency towards diversity, actively engaging in efforts to enhance the overall standard of living for all individuals. Indonesian students exhibit a strong sense of self-identity as cultural ambassadors of their nation, valuing and safeguarding their cultural heritage while interacting with individuals from diverse backgrounds. They are concerned about the environment and use the existing plurality as an opportunity of living together. The following are key elements of global diversity:

a. Understand and appreciate a culture

Pancasila students recognize, identify, and describe various kinds of groups based on their behaviour, gender, ways of communication, and culture. They also describe the formation of their own and group identities and analyze ways to join communities locally, regionally, and international scale.

b. Intercultural communication and interaction

The students of Pancasila show effective intercultural communication by demonstrating attentiveness, acceptance, comprehension, and reverence towards cultures that differ from their own. This cultivates a shared understanding and empathy towards individuals from diverse cultural backgrounds. It is acknowledged that each culture is a valuable source of unique perspectives that should be appreciated and respected.

c. Reflection and responsibility for the experience of diversity

Pancasila students reflectively use their awareness and experience of diversity to avoid prejudice and stereotypes against different cultures, including bullying, intolerance, and violence, by learning about cultural diversity and gaining experience in diversity. This makes him align cultural differences to create an equal and harmonious life among people.

d. Social justice

Pancasila students care and actively participate in realizing social justice in the local, regional, national, and global fields. They believe in their strength and potential as capital to strengthen democracy, actively and participative build a peaceful and inclusive society, social justice, and be oriented towards sustainable development.

3. Mutual Cooperation

Indonesian students have the capacity to engage in collaborative efforts, demonstrating their ability to involve in voluntary actions collectively, which improves their efficiency, smoothly, and lightly. The elements of mutual cooperation are:

a. Collaboration

Students in Indonesia have the ability to cooperate with others, experience pleasure when interacting with others, and have a positive attitude towards others. They are skilled at working together and coordinating to achieve common goals by considering the

diverse backgrounds of each group member. They can formulate common goals, review the goals that have been formulated, and evaluate goals during the process of working together.

b. Caring

Indonesian students pay attention and act proactively to conditions in the physical and social environment. They are responsive to the conditions in the environment and society to produce better conditions. They feel and understand what others feel, understand their perspectives, and cultivate relationships with people from diverse cultures who are an essential part of global diversity.

c. Sharing

Pancasila students have the ability to share, give and receive everything important for personal and collective life, and are willing and able to live a life together that supports the shared use of resources and space in society in a healthy manner. They are able and willing to offer and receive stuff that is important to or from peers, people in the surrounding environment, and the larger environment because of their ability to share.

4. Independence

Independent learners are individuals who have self-management and take ownership of their learning process and achievements. The fundamental elements of independence are as follows:

a. Understanding of self and the situation faced

Students who prioritize their circumstances and challenges, including introspection on their personal attributes, involve both strengths and limitations, along with the conditions and developmental requirements they experience. This will make him recognize and realize the need for self-development through the changes and developments that occur.

b. Self-regulation

Students that can manage their feelings, thoughts, and behavior to achieve their learning goals and pursuit of individual development in both scholarly and non-scholarly domains. They can set self-development goals and plan strategies to achieve them based on an assessment of their abilities and the demands of the situation he faces.

5. Critical Reasoning

Individuals who possess critical thinking skills are capable of objectively processing both qualitative and quantitative information, establishing connections between various types of data, analyzing, evaluating, and concluding it. The elements of critical reasoning are:

a. Obtaining and processing information and ideas

Indonesian students can process ideas and information, both with qualitative and quantitative data. They have a great sense of curiosity, ask relevant questions, identify and clarifies ideas and information obtained, and process this information. They are also

able to distinguish between the content of information or ideas from the conveyer.

b. Analyzing and evaluating reasoning.

Pancasila students use their reasoning according to the principles of science and logic in making decisions and actions by analyzing and evaluating the ideas and information they get. They can explain relevant and accurate reasons for solving problems and making decisions. Finally, they can prove their reasoning with various arguments in making a conclusion or decision.

c. Reflecting and evaluating his/her own thinking.

Pancasila students reflect and evaluate their thoughts (metacognition) and think about how the thinking process goes so that they can generate a conclusion. They are aware of their thought process, the decisions they have made, and the development and limitations of their thinking power. This makes them realize that they can continue to develop their capacity through reflection, efforts to improve strategies, and persistence in testing various alternative solutions.

6. Creative

Students that are creative can modify and create something unique, significant, valuable, and impactful. The key elements of creativity consist of:

a. Generate original ideas

Students who have creativity are capable of generating fresh and unique concepts. The concepts under consideration range from basic expressions of emotions or opinions to complex concepts. Creative students can think creatively, by clarifying and questioning many things, seeing things from different perspectives, connecting existing ideas applying new ideas based on circumstances to overcome challenges and develops many alternative solutions.

b. Produce original works and actions

Creative students produce original works and actions in the form of complex representations, images, designs, performances, digital outputs, virtual reality, and so on. They generate creative results and engage in behaviours based on their personal preferences, affective experiences, and conscientiousness towards the environment. In addition, creative students tend to take risks in producing works and actions.

c. Have flexibility in thinking to find alternative solutions to problems

Students that are creative have the flexibility to consider various solutions to difficulties they face. They can make choices when faced with several alternative possibilities to solve a problem. They are also able to identify, compare their creative ideas, and find alternative solutions when the approach they take do not work.

2.3 Textbook

2.3.1 Concept of Textbook

A textbook plays a crucial function in assisting the teaching and learning process (Islam, 2021). As stated by Brown (2001), textbooks are the most apparent and widely used form of material assistance for language instruction. Harmer (1998) asserted that textbooks are widely employed by educators worldwide to aid students, offer guidance and organization to teachers during teaching. The primary purpose of a textbook is to stimulate students' curiosity and encourage them to explore and engage with the subject matter they are studying.

A textbook is a book that functions as a primary reference for the systematic acquisition of knowledge in a particular field while also serving as a pedagogical instrument for teaching and learning. Textbooks serve as educational resources, instructional aids, and reference materials for educators and learners.

Moreover, a textbook is always packed with instructions and guidelines to help students learn more effectively. This makes textbooks accessible to students across different schools. It can be asserted that students who possess identical textbooks have access to equivalent teaching materials, educational content, activities, and review materials.

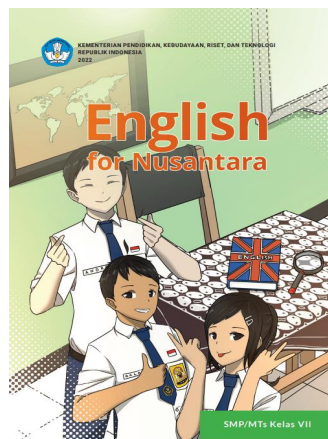
According to Tomlinson (2011) statement, the fundamental content of a language learning course is provided by textbooks. Textbooks are designed to provide comprehensive information in just one book and are usually specified as the primary reference material for students throughout

the course. Vocabulary, grammar, pronunciation, reading, listening, writing, functions, and speaking skills are usually covered in this book.

Deducing the theory above, a textbook is the primary learning source used by teachers and students. It is equipped with the presentation of material sources for ideas and activities and reference sources. A textbook helps students study independently.

2.3.2 English for Nusantara Textbook

Figure 1. Cover of English for Nusantara Textbook Published by KEMENDIKBUD 2022



English for Nusantara is the English textbook intended for seventh-grade junior high schools by the Ministry of Education and Culture in 2022. This textbook is developed according to the learning outcomes included in the Merdeka Curriculum. Various activities are presented in various skills of language, which include listening, speaking, reading, viewing, writing, and presenting through topics about students and school. The textbook has 264 pages. This book comprises six chapters, each covering a diverse range of topics and activities aimed at fostering the development of both oral and written skills among students. The topic, illustrations, and characters presented have been adjusted to the characteristics of students at the junior

high school level. It provides clear and concise guidance for each task, making it comprehensible to the learner.

Learning activities begin by using prior knowledge (Say What You Know) up to displaying learning outcomes both orally and in writing (Enrichment). Activities are arranged step-by-step to help students master the language skill. Interesting additional information is also presented through the columns “Did You Know” to increase knowledge about the surrounding environment and broader environment. Assignments are displayed on the worksheet to make it easier for students to identify their learning outcomes. There is a special section at the end of each chapter to help students master the vocabulary related to the topics. This book contains 6 chapters with various themes as follow:

1. Chapter 0. The Beginning
2. Chapter 1. About Me
3. Chapter 2. Culinary and Me
4. Chapter 3. Home Sweet Home
5. Chapter 4. My School Activities
6. Chapter 5. This is My School

2.3.3 Character Education and Textbook Correlation

Character education can encourage self-awareness in students to interact socially with peers in their school. Thus the student learning environment will increase along with academic achievement (Althof & Berkowitz, 2006). Through the application of character education, students will be encouraged to socialize and even engage in group discussions that

are beneficial to them. In that way, students will be surrounded by a positive environment that helps encourage the achievement of educational goals. Hence, the objective of character education is to build students with morality and cultivate their ability to excel in the field of knowledge.

Various approaches have been developed for integrating character education into the educational process. Textbooks, which are the primary medium of learning for students, are one strategy that may be utilized to apply character education to each subject.

Brown (2001) stated that “the clearest and most common form of material support for language teaching comes through textbooks”. Supported by Harmer, who stated that “textbooks are equipped with detailed teacher guides that not only provide lesson procedures in student books, but also offer suggestions and alternatives, additional activities, and resources” (Mufarrohah, 2017). This means that textbooks can be used by teachers as materials or guidelines for activities in class. It also provides suggestions and alternatives with extra activities together with resources that students can use independently.

It can be inferred by the researcher that the use of textbooks mediates the relationship between character education values and textbooks. Character education can be incorporated by using a textbook that provides a comprehensive guide for instructional purposes, including suggestions for additional activities and resources that students may utilize for self-directed learning. Textbooks offer an adaptable form for transferring character education that remains linked with students’ daily learning experiences.

2.4 Previous Study

Several previous studies will be used as references by the researcher. First, research by Ananda (2022) entitled “An Analysis of Character Education in English Textbook Entitled Bahasa Inggris Based on Curriculum 2013”. The objectives of this research were to examine the various types of character education values presented in the “Bahasa Inggris” textbook and to identify the dominant category of character education values in the same textbook. The researcher employed a descriptive qualitative with content analysis method. The analysis of textbooks has revealed that the textbook entitled “Bahasa Inggris” contained 16-character education values. Those values were religious, reading interest, tolerance, creative, the spirit of nationality, hard work, democratic, independent, environmental awareness, patriotism, friendly/communicative, achievement appreciation, peacefulness, curiosity, discipline, and responsibility. The Bahasa Inggris English textbook was found to prioritise the character education value of friendliness and communicativeness over other values. The character of honesty and social awareness in its reading materials and dialogues were not found.

Second, the study entitled “An Analysis of Character Values in English Textbook “When English Rings A Bell”” by (A. I. Sari, 2020). The objective of this research was to identify the character education values present in the textbook. This study used a qualitative research approach utilizing the content analysis technique. The focus of the present study was a published English language textbook titled “When English Rings a Bell”, which was published by the Ministry of Education and Culture. This research found that among 89 pages

of utterance data, there were 15-character education values. These values were honesty, discipline, autonomy, democracy, love of motherland, willingness, peaceful, respect for achievement, hard work, fond of reading, friendly/communicative, tolerance, social care, and care of the environment. In this research, the character of national mentality, religious, and responsibility values were not found in the utterance data. There were 17-character education values in the pictorial data, which were found on a total of 136 pages. These values were tolerance, religious, peaceful, hard work, democracy, autonomy, willingness, love of motherland, honesty, care of the environment, fond of reading, national mentality, respect to achievement, social care, friendly/communicative, and responsible. The pictorial data contained no discipline value.

Third, Sulistiyaningrum (2015) studied “An Analysis of Characters in The Texts of An English Textbook Entitled Contextual English for Grade XI of Senior High Schools Regular Program”. The study was to discover embedded characters in the texts of an English textbook titled Contextual English for Grade XI of Senior High Schools Regular Program, as well as describe methods for incorporating those characters, as well as other pedagogical materials, into that textbook. The content analysis method and a descriptive qualitative methodology were employed in this study. The study of 33 texts revealed 18 characters specified by the Ministry of Education. Those characters were democracy, religiousness, discipline, honesty, nationalism, creativity, perseverance, tolerance, friendliness/ communication, appreciation love of peace, independence, curiosity, patriotism, social awareness, environmental

awareness, reading interest, and responsibility. With a percentage of 15%, the social awareness character is the most dominant. Meanwhile, the character of independence, reading curiosity, and environmental awareness count last with only 1.2%. The approaches for integrating characters contained in texts are divided into two types: explicit and implicit techniques. However, the implicit technique dominated.

The similarity of this research with previous research was to analyze character education in student textbooks. Moreover, all the previous studies used descriptive-qualitative the same as this study. Apart from that, the novelty of this research was the use of indicator of character education value and the textbook. The previous studies investigated character education according to the 18-character education established in the 2013 curriculum by the Ministry of Education and Culture. In this study, the researcher used the indicator of the Pancasila student profile formed by the Ministry of Education and Culture. In addition, the textbook used also has a different curriculum. The previous studies used the textbook of Curriculum 2013, while this study used the textbook of Independent Curriculum.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the way researcher obtain, collect and organize data collection. It discusses research design, data sources, research instruments, data collection, data analysis, and data validity.

3.1 Research Design

This study used a descriptive qualitative research methodology utilizing content analysis technique. Content analysis is a research methodology that aims to derive reliable and valid inferences from textual or other substantial data, considering their contextual factors (Krippendorff, 2004). Louis et al., (2007) stated that content analysis involves the examination and interpretation of documented text, symbols, or images. This was in accordance with the goal of this research was to thoroughly examine the character education values represented in the English for Nusantara textbooks published by The Ministry of Education and Culture. The analysis result was provided in the form of a description. The researcher examined the types of character education in English for Nusantara textbooks by classifying the dimensions of the Pancasila student profile developed by the Indonesian Ministry of Education and Culture.

3.2 Research Subject

The subject of this research was English for Nusantara textbook which intended for seventh-grade SMP/MTs published by the Ministry of Education and Culture (Kemendikbud) in 2022. The textbook contains 6 chapters and 264 pages designed for Merdeka Curriculum. This study focused on the incorporation of character education and the dominant type of character in the

textbook. The characters were based on the dimension of Pancasila student profile developed by the Indonesian Ministry of Education and Culture.

3.3 Research Instrument

The presence of the researcher became the research instrument itself. According to Sugiyono (2013), “The researcher as a human instrument is responsible to determine the focus of research, selecting data sources, conducting data collection, assessing data quality, analyzing data, interpreting data, and making conclusions.”

In this study, the researcher actively carried out activities of reading, collecting data, and analyzing data. The researcher also used a datasheet for coding to assist in identifying and interpreting the data. Creswell (2008) defined coding as the process of identifying and analyzing text in order to construct descriptions and common themes in data.

3.4 Data Collection

The data was collected through documentation. The documentation method is to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, agendas, and so on. The researcher collected data from various sources, and the primary source of this research was the English for Nusantara book published by the Ministry of Education and Culture 2022. The secondary data was obtained from various relevant books and research, as well as the Decree of the Ministry of Education, Culture, Research, and Technology concerning the Dimensions, Elements, and Subelements of the Pancasila Student Profile in the Independent Curriculum.

3.5 Data Analysis

The researcher analyzed the data by using the analysis procedure based on (Ary et al., 2010):

1. Familiarizing and Organizing

It is imperative for the researcher to familiarize personally with the data by engaging in activities such as reading and rereading notes and transcripts, viewing and reviewing videotapes, and repeatedly listening to audiotapes. The researcher read the textbook few times to fully engage and immerse in the collected data. Then organized the data according to each chapter (from chapter 1 to chapter 5) into a document that ready to analyze.

2. Coding and Reducing

This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. At this stage, the researcher conducted data coding and reduction based on the classification of Pancasila student profiles. The researcher analyzed reading texts and conversational texts that showed character education values and removed the data that did not conform to the research criteria.

The code used were:

C1, C2, C3, : Chapter number

CVT1, RT1, CVT2, RT2, ... : Conversational text, reading text

P1, P2, P3, ... : Page

3. Representing and Interpreting

Interpretation is the process of giving meaning, telling stories, providing explanations, and developing rational explanations. To find out

the dominance of dimensions of the Pancasila student profiles found, the percentage was calculated using the formula below:

$$\frac{\text{a number of character education found in the textbook}}{\text{a number of indicator of character education}} \times 100\%$$

The researcher also classified the textbook based on the quality of character education according to Prisma-rani (2014) by the criteria of the score levels were; very high (81% - 100%), high (61% - 80%), quite high (41% - 60%), less high (21% - 40%), and very low (0%- 20%). In the last step, the researcher gave an interpretation and presented the data in the form of a description.

3.6 Data Validity

In order for the data collected in the research process to guarantee its validity, the researcher used several techniques:

1. Persistent Observation

“Persistent observation means consistently seeking interpretation in various ways in terms of a constant or tentative process of analysis” (Ghony & Almanshur, 2012). In this case, the researcher made observations and studies diligently, thoroughly, in detail, and in depth.

2. Peer reviewing

This technique was carried out by disclosing the final results obtained and discussing with friends who were considered by the researcher to have more knowledge about this research topic. The researcher involved two friends to review the entire research.

3. Expert Review

To help build trust and add information related to the research, the presented data was validated by an expert, Mrs. Sunarsih, S.Pd as an English teacher.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of data finding and data discussion. Data finding and data discussion are presented based on research questions related to the Pancasila Student Profile implemented in conversational texts and reading texts in English for Nusantara textbook published by Kemendikbud in 2022.

4.1 Finding

4.1.1 The Dimensions of Character Education Presented in “English for Nusantara” Textbook

Ministry of Education and Culture created character education values that were formulated in the dimensions of the Pancasila student profile. There were six dimensions and each of them has elements elaborated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

The first dimension, have faith, fear God Almighty, and have a noble character, has five elements, which are religious character, personal character, manner towards others, character towards nature, character towards the nation. The second dimension was global diversity which has four elements. They understand and appreciate a culture, intercultural communication and interaction, reflection and responsibility for the experience of diversity, and social justice. The third dimension, mutual cooperation with its elements were collaboration, caring, and sharing.

The fourth dimension which is independence and the elements included are understanding of self and the situation faced, and self-regulation. The fifth dimension, critical reasoning, it contains obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting and evaluating his/her own thinking. The sixth dimension is creative which includes generate original ideas, produce original works and actions, and have flexibility in thinking to find alternative solutions to problems. Table 4.1 shows the frequency of characters encountered in reading and conversational texts.

Table 4.1 The Data Finding of Pancasila Student Profile Found in The English for Nusantara Textbook

No.	Pancasila Student Profile	Frequency	Percentage
1.	Have faith, fear God Almighty, and have a noble character dimension	18	33,2%
	- Religious character	3	5,5%
	- Personal character	1	1,9%
	- Manner towards others	9	16,6%
	- Character towards nature	3	5,5%
	- Character towards the nation	2	3,7%
2.	Global diversity dimension	7	12,9%
	- Understand and appreciate a culture	2	3,7%
	- Intercultural communication and interaction	0	0%
	- Reflection and responsibility for the experience of diversity	2	3,7%
	- Social justice	3	5,5%
3.	Mutual cooperation dimension	9	16,6%
	- Collaboration	4	7,4%

	- Caring	4	7,4%
	- Sharing	1	1,9%
4.	Independence dimension	11	20,4%
	- Understanding of self and the situation faced	6	11,1%
	- Self-regulation	5	9,3%
5.	Critical reasoning dimension	4	7,5%
	- Obtaining and processing information and ideas	1	1,9%
	- Analyzing and evaluating reasoning	1	1,9%
	- Reflecting and evaluating his/her own thinking	2	3,7%
6.	Creative dimension	5	9,3%
	- Generate original ideas	1	1,9%
	- Produce original works and actions	2	3,7%
	- Have flexibility in thinking to find alternative solutions to problems	2	3,7%
Total		54	100%

From the table 4.1, it can be seen that the English for Nusantara textbook has all six dimensions of the Pancasila student profile but not all elements are contained in the textbook. Dimension of have faith, fear God Almighty, and have a noble character with 33,2% which includes 5,5% religious character, 1,9% personal character, 16,6% manner towards others, 5,5% character towards nature, 3,7% character towards the nation. The global diversity dimension totals 12.9% with details of 3,7% understand and appreciate a culture, 0% intercultural communication and interaction, 3,7% reflection and responsibility for the experience of diversity, and 5,5% social justice.

The dimension of mutual cooperation is 16.7% which has 7,4% collaboration, 7,4% caring, and 1,9% sharing. The independence dimension is 20,4% which consists 11,1% understanding of self and the situation faced, and 9.3% self-regulation. The critical reasoning dimension has 7.5% which covers 1.9% obtaining and processing information and ideas, 1.9% analyzing and evaluating reasoning, and 3.7% reflecting and evaluating his/her own thinking. The creative dimension has 9.3% which includes 1.9% generating original ideas, 3.7% producing original works and actions, and 3.7% having flexibility in thinking to find alternative solutions to problems.

The integration of Pancasila student profile elements in English for Nusantara textbooks was conveyed in implicit and explicit forms. The data can be seen in the table 4.2 as below:

Table 4.2 The Data Findings of Techniques of Integrating Pancasila Student Profile in The English for Nusantara Textbook

Techniques of Integrating Characters	Frequency	Percentage
Implicitly	34	63%
Explicitly	20	37%
Total	54	100%

Table 4.2 above shows that the integration of character education values in English for Nusantara textbook for seventh-grade students is mostly conveyed implicitly, covering 63% while the integration of characters explicitly amounted to 37%.

There was some uniqueness of the English for Nusantara textbook that distinguishes it from other textbooks, such as the presence of a character in

the textbook that remains from beginning to end and has a biography on page xxxi. This book has chapter 0 which is designed for students who have no experience learning English. Besides that, there was a wordbox in each chapter to help students master vocabulary and there was a worksheet list and audio list in the textbook so that students can study textbooks flexibly. Each conversational text was illustrated with pictures that make it easier for students to understand the context of the conversation.

4.1.1 The dominant type of character education dimension in the “English for Nusantara” textbook

It was clear that the most frequently appearing dimension of the Pancasila student profile was having faith, fear God Almighty, and having a noble character dimension, and the element that often appeared was the manner towards others. On the other hand, the dimension that appeared the least was critical reasoning, and the element that was not found in the book was intercultural communication and interaction. Out of 20 elements contained in the dimensions of the Pancasila student profile, only 19 elements were found. Based on the classification of textbook quality by Prisma-rani (2014), which regulates the character of education, the English for Nusantara textbook has a score of 95% and was classified as very high.

4.2 Discussion

4.2.2 The Dimensions of Character Education Presented in “English for Nusantara” Textbook

Law number 20 of 2003 concerning the National Education System (Sisdiknas), article 1 verse 1 stated that teachers must be able to carry out

learning that directs students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and other skills needed by themselves, society, nation, and state. The law not only regulates the achievement of students' cognitive abilities, but also emphasizes the importance of character education.

The cultivation of character education is the responsibility of all stakeholders of school institutions and especially teachers. In the independent curriculum, the Pancasila student profile acts as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students (Kemendikbud Ristek, 2021).

Students who understand and implement character education contained in the English for Nusantara textbook must also have understood the vocabulary of character education. By understanding character education in the textbook, students will also understand vocabulary and expressions about character education. Likewise, this will help students to master the material in the textbook and also increase their vocabulary. This research analyzed the dimensions of Pancasila students in depth in the English for Nusantara textbook which can be used as a teacher's guide to emphasize character education.

A total of 12 conversational texts and 14 reading texts found, 54 characters were included in the profile of Pancasila students. The following are examples of characters found by the researcher in the English for Nusantara textbook:

1. Have faith, fear God Almighty, and have a noble character dimension
 - a. Religious character

Religious character is defined as realizing that he is a creature who has been mandated by God as a leader on earth who has the responsibility to love and care for himself, fellow humans, and nature, to carry out His commands, and to stay away from His prohibitions. The appearance of this character can be seen explicitly in the examples provided below:

First data:

Galang says Basmallah before eating.

(C2/CVT4/61)

Basmalah is a Muslim dua recited whenever a Muslim wants to start an activity. Therefore, whatever he/she does is purely for the intention of Allah and gets the blessing of the activity. The sentence is in the conversational prologue of the conversational text.

Second data:

Monita : They look delicious! Let's eat then.

Monita's father : Let's say grace

(C2/CVT5/64)

Grace is a short prayer or expression of gratitude that is said before or after meal. The Christian tradition is frequently denoted by this particular term. Christians believe that grace and thanksgiving confer blessings that sanctify food.

Third data:

Leni : What do you usually do when practicing pencak silat?

Pipit : Before we practice, we pray. After that, we do the warming ups. Usually, the coach asks us to practice the movements. We also kick and punch the punching bag.
(C5/CVT11/222)

The sentence “we pray” illustrates the appreciation of God's attributes, which is the basis for the implementation of worship rituals or prayers throughout life. The religious character in the conversational text above is illustrated in the prayer that is done before practicing pencak silat.

b. Personal character

Personal character means having a character of integrity as a form of compassion, care, and self-respect as well as maintaining physical, mental, and spiritual health. Personal character is reflected in the reading entitled “Pak. Edo's Hobby”. Here are examples of personal character found:

First data:

Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.
(C1/RT1/39)

The form of a personal character in the reading is to take care of himself by wearing a safety harness. Being a safe cyclist and prioritizing personal safety. The reading also mentions that Pak Edo never forgets to bring his bottle, which means he also keeps himself hydrated.

Second data:

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active.
(C1/RT1/39)

The sentence is found in paragraph 2. The sentence shows that personal character is shown in the form of self-care by maintaining physical health with sports activity, that is, cycling, which is done regularly.

c. Manner towards others

Manner towards others is realizing that humans are equal before God. Being virtuous to fellow human beings. Prioritizing equality and humanity over differences. Appreciating and supporting the strengths of others. Manner towards others is found in several conversational texts in the textbook. The following are examples of the element taken from the textbook:

First data:

Monita's father : Your mom has got a promotion from her office.
Monita : Congratulations, Mom!
Monita's mother : Thank you, Dear.

(C2/CVT5/64)

The sentence “Congratulations, Mom!” illustrates the virtue of appreciating the achievements of others and supporting them in developing them. Besides that, character is also reflected when Mrs. Monita answers her by thanking her for the words given by Monita.

Second data:

Galang : Come in. Sit down in the living room.
Monita : Galang, you have a nice house. Are all the walls made of wood?
Galang : Yes, they are.

(C3/CVT6/106)

Manner towards others is reflected in Galang's virtue of inviting guests to sit down. In Indonesian culture, inviting guests to sit is a representation of the host's politeness towards guests.

Third data:

Galang : Kak Sinta, do you have English on Tuesday?
Sinta : No, I don't. Why are you asking?
Galang : I just want to borrow your dictionary. I have English on that day.
Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday.

(C4/CVT7/158)

Manners towards others are reflected in the implementation of noble character which is reflected in helping friends who are in need. In addition, Galang's character also borrows the dictionary politely and does not force it.

d. Character towards nature

Character towards nature refers to being responsible, compassionate, and caring for the natural environment. Stop behaviors that damage and abuse the natural environment. Implement an environmentally conscious lifestyle. This character is found in the reading text "Tips to Separate Rubbish" on page 131. The reading text explains two tips to separate rubbish and also the advantages and benefits that can be gained when we separate rubbish. The reading also explains the importance of taking care of the natural environment by learning to sort waste properly to keep the environment clean and livable. The following is an excerpt from the reading text:

First data:

There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer.

(C3/RT5/131)

Besides the reading above, there is another reading text, “Tips to Separate Recycling Items” that implies a character towards nature that is shown through a way to separate waste. It can be seen that by reading this passage, students will get an in-depth insight into the waste that needs to be reused, how we should clean the dirt before disposing of the waste, and how to separate the waste.

Second data:

Don't crumple paper Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult cut them in pieces and put them in the composter.

(C3/RT6/143)

e. Character towards the nation

Character towards the nation involves fulfilling citizens' rights and obligations and prioritizing deliberation in making decisions for mutual benefit. Here is an example of the character:

First data:

I start my school activities at 8 o'clock in the morning. I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony.

(C4/RT7/164)

The sentence is a manifestation of fulfilling the obligation as a student who participates in the Flag Ceremony. Besides that, Flag Ceremony is a representation of the character toward the nation, that is,

nationalism. In the flag ceremony, there is an appreciation for the country through the raising of the flag accompanied by the song Indonesia Raya, the reading of the text of Pancasila, and the preamble of the UUD 1945.

Second data:

Monita : Oh, okay. I think Galang joins the basketball club. It is every Wednesday from 3 pm to 5 pm.
Pipit : You're right. He loves basketball.
Monita : Yes. Also, all students must join the scout every Thursday.
(C5/CVT12/224)

The sentence is a manifestation of fulfilling the obligation to join the scouts. Scout plays a role in instilling nationalism, fostering awareness of the nation, instilling loyalty to Pancasila as the state ideology, instilling a willing attitude to sacrifice for the nation and state, and equipping the initial ability to defend the country.

2. Global diversity

a. Understand and appreciate a culture

Understand and appreciate a culture means recognizing, identifying, and describing different groups based on behavior, gender, communication methods, and culture. This element is found explicitly in the below reading text:

The data:

Before practicing, Pipit and all other students in pencak silat have some warming up activities. They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match.
(C5/RT13/227)

Recognize and identify one of Indonesia's cultures by reading about the traditional martial art sport of pencak silat. By reading the

passage, it can be seen that there are several movements in pencak silat, one of which is kick and punch. It is also known that before practicing pencak silat, a person must warm up first.

b. Intercultural communication and interaction

Intercultural communication and interaction refer to the act of exchanging information with individuals from diverse cultural backgrounds. It is imperative to acknowledge, comprehend, embrace, and value the distinctiveness of every culture. This element is not found in this textbook. However, the researcher noticed that there were images that portrayed this element, such as images of students having conversations with people of different skin colors and different religions.

c. Reflection and responsibility for the experience of diversity

The concept of reflection and responsibility in diversity is the avoidance of harmful attitudes and stereotypes towards diverse cultures. This is achieved through the acquisition of knowledge and experience in cultural diversity.

The data:

Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard.

(C5/RT13/227)

The reading above implicitly explains about learning a culture through extracurricular activities and gaining direct experience in pencak silat as a way to achieve responsibility for the experience of diversity.

d. Social justice

Social justice means participating in realizing social justice. Believe in personal strength and potential as an asset to strengthen democracy and actively participate in building society. The following is an implicit social justice found in the textbook:

First data:

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

(C5/RT12/225)

The reading text is included in social justice because it applies democracy, in which students have the same right to be part of the basketball team and the selection of basketball players is fair, not one-sided or impartial.

Second data:

At this festival, students participate in many activities, such as art exhibitions and competitions...Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.

(C5/RT14/232)

The conversational text is included in social justice because it applies democracy, which means that students have the same right to be able to choose the activities they want without coercion and according to their skills.

3. Mutual cooperation

a. Collaboration

Collaboration means having the ability to work together and being able to coordinate in order to achieve a common goal. Making

optimal contributions to achieve a common goal. In the textbook, the element of collaboration is explicitly incorporated:

First data:

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

(C3/RT3/120)

The reading text above illustrates the ability to cooperate and coordinate to achieve a common goal, which is cleaning the house. The Rahmansyahs realize the positive interdependence among family members. This awareness forms an attitude that always contributes optimally to achieving a common goal and completes the assigned duties as much as possible.

Second data:

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers.

(C3/RT4/124)

The passage shows the ability to work together and coordinate to achieve the goal of making sticker signs together. Each person has their own tasks, and they contribute optimally to fulfilling the tasks.

b. Caring

Act proactively towards conditions in the physical and social environment and understand how others feel. The caring element below are examples of element that are explicitly integrated:

First data:

Monita : I woke up late. I hurried to school so that I didn't have time for having breakfast at home.

Galang : Chew your food slowly. Do you have anything to drink?

Monita : Oh, sure. I have a bottle of sweet tea.

(C2/CVT4/61)

Because his character cares about the social environment, Galang reminds Monita to chew her food as a form of care so that she can digest her food properly.

Second data:

Galang : Kak Sinta, do you have English on Tuesday?

Sinta : No, I don't. Why are you asking?

Galang : I just want to borrow your dictionary. I have English on that day.

Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday.

(C4/CVT7/158)

Caring for the social environment is reflected in her attitude toward helping friend because she feels and understands what other people feel. In the reading, the character Kak Sinta lends a dictionary to Galang.

c. Sharing

Sharing is the ability to give and receive everything that is important to our personal and social lives.

The data:

Galang : What are you having, Monita?

Monita : I'm having banana fritters. Would you like to have some?

Galang : Sure. Yum ... yum ... It's tasty!

(C2/CVT4/61)

The conversational text above is represented by the ability to give something valuable to peers, which in this context is food.

Sharing enhances the sense of empathy toward other people's social conditions, thus making our lives more useful. The element of sharing is found in the textbook explicitly.

4. Independence

a. Understanding of self and the situation faced

Reflecting on self-condition, both strengths and limitations. Recognize and realize self-development needs. Able to set self-development goals. The reading texts below show the examples of this element implicitly:

First data:

Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

(C1/RT2/45)

Made's character in the reading text reflects that he knows well his own condition, both his strengths to play basketball and his limitations, as well as the situation and developmental demands faced. Made recognizes and realizes he needs to improve himself in accordance with the changes and developments that occur.

Second data:

Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are sports and art competitions. The sports competition is held in the school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and

storytelling. Students who like reading can join a storytelling activity
(C5/RT14/232)

The passage explains that students can choose competitions or activities that are different from each other, which means that they have reflected on their own conditions, both the strengths and limitations of their skills. This makes them recognize and realize the need for self-development to participate in competitions or activities, which in this reading are art exhibitions and competitions.

b. Self-regulation

Able to manage thoughts, feelings, and behavior to achieve learning goals and develop his/herself both in academic and non-academic aspects. Able to set and plan strategies to achieve goals. The element can be found implicitly in the following examples:

First data:

Galang Learning Tips

1. Prepare your comfort place: a place where you can think calmly.

2. Make a to do list: it makes your study time more effective.

3. Join online discussion: you can ask questions to your classmate

Review:

Review the topic to help you understand the lesson better

Break time:

Take a break by walking around the house

(C4/RT10/181)

This reading shows Galang's strategic planning to achieve learning goals based on an analysis of his abilities and the demands of the current situation. Controlling self-development activities by making learning tips according to his own needs and maintaining learning motivation to achieve learning goals.

Second data:

Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it.

Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too. I am happy with my study. I sometimes give myself some rewards.

(C4/RT11/187)

This reading demonstrates the planning of learning strategies to achieve learning goals based on an assessment of one's abilities and the demands of the current situation. Character I in the reading is able to control self-development activities by making learning tips according to his own needs and maintaining motivation to learn to achieve learning goals.

5. Critical reasoning

a. Obtaining and processing information and ideas

Obtaining and processing information and ideas means processing qualitative and quantitative ideas and information. Have a sense of curiosity, ask relevant questions, identify and clarify ideas and information obtained, and process the information. Have the willingness to collect data or facts.

The data:

Leni : When do you usually practice pencak silat?

Pipit : I practice every Tuesday.

Leni : What time?

Pipit : At 3 o'clock in the afternoon.

Leni : Where is the venue?

Pipit : At the school yard.

Leni : What do you usually do when practicing pencak silat?

Pipit : Before we practice, we pray. After that, we do the warming ups. Usually, the coach asks us to practice the movements. We also kick and punch the punching bag.

Pipit : Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday.

(C5/CVT11/222)

The character Leni implicitly portrays a person who has a great sense of curiosity by asking relevant questions, identifying and clarifying ideas and information obtained, as well as processing the information. She has the willingness to collect data or facts, and in the end, she is able to make decisions.

b. Analyzing and evaluating reasoning

Analyzing and evaluating reasoning mean using reasoning in accordance with the principles of science and logic. The students can analyze and evaluate ideas, information as well as able to explain relevant and accurate reasoning in problem-solving and decision-making.

The data:

Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. Ibu Ayu thought about making rules for online learning.

(C4/RT8/173)

It is implicitly illustrated that many students do not know about the ethics of online classes. Therefore, Mrs. Ayu uses reasoning in accordance with the principles of science and logic in making decisions and taking actions by analyzing and evaluating the ideas and information obtained. In this case, Mrs. Ayu makes the decision to make online class rules so that the class is more organized.

c. Reflecting and evaluating his/her own thinking

Reflecting and evaluating his/her own thinking mean reflecting and evaluating thinking (metacognition). The student can realize the development and limitations of thinking and having the willingness to change personal opinions or beliefs if proven contrary to available evidence. The following are some examples of the element that are implicitly integrated:

First data:

Learn again previous lessons: It helps you to memorize and understand the lesson.

(C4/RT10/181)

The character in the reading realizes that he can continue to develop his capacity through the process of reflection and improvement. In addition, he has the willingness to change or learn more deeply about the material he has learned.

Second data:

Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it.

(C4/RT11/187)

The reading text shows an attitude that realizes that a person can continue to develop self-capacity through a process of reflection, and persistence in trying various alternative solutions. The reading also shows that the character has the willingness to change or learn further about the material that has been learned.

6. Creative

a. Generate original ideas

Generating original ideas means having the ability to think creatively by clarifying and questioning many things, seeing things from different perspectives, connecting existing ideas, and applying new ideas.

The data below shows the implicit element of generating original ideas.

The data:

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean.

(C3/RT4/124)

The reading informs us that Sinta's character can generate original ideas to make sticker signs. She has the ability to think creatively and see things from different perspectives according to the context in order to keep her house clean.

b. Produce original works and actions

Producing original works and actions means producing original works and actions in the form of complex representations, drawings, designs, performances, digital outputs, virtual reality, and others. Taking action motivated by interests and preferences with consideration of the impact on the surrounding environment. This element is found implicitly in the textbook

First data:

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take

off your shoes' sticker sign. Galang drew pictures for the stickers.
(C3/RT4/124)

The ideas that have been created are then realized in the form of action. The characters in the reading create sticker signs so as to produce original works and actions in the form of drawings by considering their impact on the surrounding environment.

Second data:

Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts.
(C5/RT14/232)

The ideas that have been created are then realized in the form of action. The characters in the reading create sticker signs so as to produce original works and actions in the form of drawings by considering their impact on the surrounding environment.

c. Have flexibility in thinking to find alternative solutions to problems

Have flexibility in thinking to find alternative solutions to problems. Able to make choices when faced with several possibilities and able to identify, as well as compare creative ideas.

The data:

The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. Ibu Ayu thought about making rules for online learning.
(C4/RT8/173)

The problem experienced by Mrs. Ayu's character is that students who talk at the same time when she explains. Due to this, Mrs. Ayu looks for alternative solutions to the problems she experiences by making class

rules. The element of having flexibility in thinking to find alternative solutions to problems is implicitly depicted in Miss Ayu's character, who plans to make rules to solve problems in her class.

4.2.3 The dominant type of character education dimension in the “English for Nusantara” textbook

The dimensions that become the primary focus of the English for Nusantara textbook are having faith, fear of God Almighty, and having noble character. In addition, the element that becomes the main focus in this textbook is the manner towards others. Clearly, the author intends to increase students' social awareness of other people, as proven by the manner toward other element has 16.6%. This textbook emphasizes social issues more than other subjects. This can be interpreted as a focus in this textbook on characters related to relationships with other people as social creatures.

The element that is not presented is intercultural communication and interaction. However, the researchers observed that specific images displayed the element, including illustrations of students having dialogues with people of different skin tones and religions.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher concludes and provides suggestions based on the results of data analysis that has been obtained in the previous chapters.

5.1 Conclusion

Based on the result finding and discussion, the textbook English for Nusantara for seventh-grade students has fulfilled the values of character education, especially reading text and conversational text. Character education values formulated in the Pancasila student profile by the Ministry of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

In conversational text and reading text, the six dimensions of the Pancasila student profile were found, but there was one element that was not found. The dimensions have faith, fear God Almighty, and have a noble character which includes religious character, personal character, manner towards others, character towards nature, and character towards the nation. The global diversity dimension with details of understanding and appreciating a culture, reflection and responsibility for the experience of diversity, and social justice. The dimension of mutual cooperation which has collaboration, caring, and sharing.

The independence dimension consists of an understanding of self and the situation faced, and self-regulation. The critical reasoning dimension covers obtaining and processing information and ideas, analyzing and evaluating reasoning, and reflecting and evaluating his/her own thinking. The creative

dimension which includes generating original ideas, producing original works and actions, and having flexibility in thinking to find alternative solutions to problems.

Meanwhile, the element that was not presented is intercultural communication and interaction. However, the researchers noticed that there were images that portrayed this element, such as images of students having conversations with people of different skin colors and different religions.

The author clearly aims to raise students' social awareness of other people, as evidenced by the manner toward other element that dominant with a percentage of 16.6%. This textbook's content focuses more on social issues than other topics. This can be viewed as characters relating to relationships with other people as social creatures being prioritized in this textbook.

The integrating technique of characters implicitly is more dominant in the texts of this textbook. It refers to the development of students' logical thinking and reasoning abilities, as well as their ability to think abstractly. At this point, students can think critically and comprehend the implicit meaning. Furthermore, by engaging in numerous connected difficulties, students were able to address the problem logically. This demonstrates that the author seems to be concerned with the student's cognitive and affective aspects. The findings further showed the quality of the textbook, which was used as a guideline for teachers. Based on the classification of character education quality, this textbook scored 95% and was classified as very high.

5.2 Suggestion

For teachers, English for Nusantara textbook is highly recommended for teachers and students because they have many features and advantages. Teachers also have to be more selective in choosing textbooks, instructional resources, and activities for use in the classroom that already exist in the textbook. Character education elements in the material or activity should be explicitly emphasized or delivered by teachers. For the best possible integration of these characters, teachers can use contextual and cooperative learning.

For the textbook authors, to eliminate typing errors, it is expected that the textbook should be typed more carefully. It is advised that authors use the data from this study to create textbooks that not only help students succeed in communicating but also have a strong positive character. Furthermore, the authors should be able to incorporate materials regarding affective and cognitive competencies. Thus, English learning will have significance, which will help students achieve the goals of language competency and abilities and also form a positive character.

For further researcher, this study only examines the reading and conversation texts of the English for Nusantara textbook. It will be preferable if other researchers who wish to conduct related studies may analyze other textbooks for the same or different grades, as well as analyze the characters' implementation in the teaching-learning process. They may utilize this research as additional information or as a reference.

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Appendix 1 The Finding of Character Education in English for Nusantara Textbook

Note:

PSP : Pancasila Student Profile
 E : Explicit
 I : Implicit

Code:

C1, C2, C3, : Chapter number
 CVT1, RT1, CVT2, RT2, ... : Conversational text, reading text
 P1, P2, P3, ... : Page

Code	Data	Dimension of PSP	Element of PSP	Technique		Explanation
				E	I	
C1/CV T1/20-21	Galang : Hi. Are you enjoying the first day of school? Andre : Well, yes. It's great! Galang : By the way, I'm Galang. What's your name? Andre : I'm Andre. Galang : Where do you live? Andre : I live in Jalan Bengawan. How old are you? Galang : I'm thirteen years old. Andre : Oh, I'm thirteen years old too.	Have faith, fear God Almighty, and have a noble character	Manner towards others		√	The conversational text represents manner towards others, which is shown through a friendly attitude. Galang who tries to make friends with Andre starts by asking about his condition on the first day of school. Welcomed by Andre who invites him to play mobile gaming together. The manner is illustrated in the following sentence. " <u>Hi. Are you enjoying the first day of school?</u> ". " <u>Maybe, we can play together</u> "

	<p>Galang : You know, I like school. But, I can't wait to go home.</p> <p>Andre : Oh, why?</p> <p>Galang : I want to go fishing. It's my hobby.</p> <p>Andre : That sounds fun.</p> <p>Galang : What's your hobby, Andre?</p> <p>Andre : I like mobile gaming.</p> <p>Galang : Oh, I like it too.</p> <p>Andre : Maybe, we can play together.</p> <p>Galang : Sure! Can I come to your house?</p> <p>Andre : Yes. We can play with my siblings, too.</p> <p>Galang : How many sisters or brothers do you have?</p> <p>Andre : I have one sister and one brother.</p>					
C1/CV T2/24	<p>Andre : Hi, Galang. How are you?</p> <p>Galang : Fine, thanks. How about you?</p> <p>Andre : Yeah, I'm OK. By the way, this is Monita.</p> <p>Galang : Hi Monita, nice to meet you.</p>	Have faith, fear God Almighty, and have a noble character	Manner towards others		√	The dialog illustrates friendliness towards friends. The conversation begins with Andre asking about Galang's condition, and introducing a new classmate, Monita. Galang and Monita talk about their hobby. Monita also said a word of farewell before leaving Galang

	<p>Monita : Nice to meet you, too, Galang.</p> <p>Andre : Monita is our classmate. Today is her first day at school.</p> <p>Galang : Oh, I see</p> <p>Andre : Monita likes playing mobile games, too.</p> <p>Monita : And, I also love drawing manga.</p> <p>Galang : Cool! I love manga but I can't draw.</p> <p>Andre : You know, we can play mobile games together.</p> <p>Galang : The more, the merrier.</p> <p>Monita : Right! By the way, I've got to find my seat. See you later, guys.</p>					<p>and Andre. The evidence of a friendly manner can be seen in the following sentences "<u>Hi, Galang. How are you?</u>". "<u>Hi Monita, nice to meet you</u>". "<u>See you later, guys</u>".</p>
C1/CV 3/31	<p>Andre: Hi, Galang. What's up?</p> <p>Galang: Hi! I'm about to go to the river for fishing.</p> <p>Galang: "Do you go fishing very often?"</p> <p>Andre: "Yes. It's my hobby. I go fishing once a week."</p>	<p>Have faith, fear God Almighty, and have a noble character</p>	<p>Manner towards others</p>		√	<p>Manner towards others is reflected in the greeting sentence when starting a conversation "<u>Hi, Galang. What's up?</u>". There is also a part that informs about Galang's refusal when Andre asks him to go fishing "<u>Well, maybe next time</u>", "<u>Too bad</u>" This sentence represents Galang's refusal indirectly along with Andre's answer that</p>

	<p>Galang: “You have a lot to bring. What do you need for fishing?”</p> <p>Andre: “I need a fishing rod, a bucket, and fishing net. “</p> <p>Galang: “Hmm, fishing sounds interesting.”</p> <p>Andre: “Do you want to join me?”</p> <p>Galang: “Well, maybe next time.”</p> <p>Andre: “Too bad.</p> <p>Galang: So, what's your hobby?</p> <p>Andre: I like mobile gaming.</p> <p>Galang: How often do you play mobile gaming?</p> <p>Andre: Only on weekends.</p> <p>Galang: Nice!</p>					shows respect and doesn't force Galang to follow his will.
C1/RT1 /39	<p>Pak Edo's Hobby</p> <p>Pak Edo's hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.</p> <p>Pak Edo sometimes goes cycling with his wife and children. They ride their</p>	Have faith, fear God Almighty, and have a noble character	Personal character	√		<p>Proven by the following sentences “<u>Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active</u>” which means that Pak Edo chose a hobby that can also take care of himself by maintaining physical health through sports activities, especially cycling.</p> <p>There are also sentences “<u>Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he</u></p>

	<p>bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.</p> <p>Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.</p>					<p><u>goes cycling. He never forgets to bring his bottle</u>” which portrays taking care of oneself by being a safe cyclist and prioritizing personal safety.</p>
			Character towards nature	√		<p>“<u>Cycling is also good for the environment because it does not release pollution</u>” The last sentence in this text shows that Mr. Edo thinks about the impact of cycling which can help protect the natural environment and the practice of a lifestyle that reduces pollution.</p>
C1/RT2 /45	<p>Made the Basketball Player</p> <p>Made is Galang’s friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.</p> <p>Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.</p>	Mutual Cooperation	Collaboration	√		<p>“<u>His teammates are proud of him. Together, they make a very good basketball team</u>” The sentence illustrates the ability to work together and show a positive attitude toward others. Skilled at working together and coordinating to achieve a common goal.</p>
		Independence	Understanding of self and the situation faced		√	<p>Made's character in the reading text reflects that he knows well his own condition, both his strengths to play basketball which are stated in the sentences “<u>He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball</u>” and his limitations as expressed in the sentence “<u>He uses a crutch and sometimes uses a wheelchair</u>”, as well as the</p>

						situation and developmental demands faced. Made recognizes and realizes he needs to improve himself in accordance with the changes and developments that occur.
			Self-regulation		√	Made's character describes a person who is able to plan strategies to achieve goals as evidenced in the sentence " <u>He practices basketball once a week on Saturday</u> " Made continues to train himself consistently based on an evaluation of his abilities and the demands of the situation he faces.
C2/CV T4/61- 62	Galang : What are you having, Monita? Monita : I'm having banana fritters. Would you like to have some? Galang : Sure. Yum ... yum ... It's tasty! Monita : It's my favorite food for a snack. My mom made it for me. What are you having? Galang : It's fried rice for my breakfast. Monita : I woke up late. I hurried to school so that I didn't have time for having breakfast at home.	Have faith, fear God Almighty, and have a noble character	Religious character		√	Religious character is illustrated in the sentence. " <u>Galang says Basmallah before eating</u> ".. Basmallah is a Muslim dua recited every time a Muslim wants to start an activity. Therefore, whatever he/she does is purely for the intention of Allah and gets the blessing of the activity.
		Mutual Cooperation	Sharing		√	The element of sharing is found in some sentences " <u>I'm having banana fritters. Would you like to have some?</u> ", " <u>Do you have anything to drink?</u> ", " <u>Oh, sure. I have a bottle of sweet tea.</u> " The ability to give and receive something of value to/from peers which in this context is food and drink.

	Galang : Chew your food slowly. Do you have anything to drink? Monita : Oh, sure. I have a bottle of sweet tea.		Caring	√		Because of his caring character, Galang reminded Monita to chew her food. This is shown in the sentence “ <u>Chew your food slowly</u> ”.
C2/CV T5/64	Monita’s father : Today is special. I have cooked special food for our lunch. Monita : Wow! What’s so special, Dad? Monita’s father : Your mom has got a promotion from her office. Monita : Congratulations, Mom! Monita’s mother : Thank you, Dear. Monita : So, what’s the special lunch? Monita’s father : They’re rice, rica-rica chicken, orange juice, fruit salad, and pudding. Monita : They look delicious! Let’s eat then. Monita’s father : Let’s say grace Monita’s mother : What does the rica-rica chicken taste like? Monita : You know the rice is plain, right? When we have it with rica-rica chicken, it tastes spicy and savory.	Have faith, fear God Almighty, and have a noble character	Manner towards others	√		Reflected in the sentence “ <u>Congratulations, Mom!</u> ” which appreciates her mother’s achievements and supports the growth of her strengths. In addition, there is the sentence “ <u>Thank you for today’s special lunch, Dad</u> ”. which is a sentence of Monita’s appreciation for her father who has worked hard in making lunch.
			Religious character	√		“ <u>Let’s say grace</u> ” becomes a sentence illustrating the appreciation of God’s attributes which becomes the basis for the implementation of worship or lifetime worship. In this sentence, the worship is in the form of dua.

	<p>Monita's father : How about the fruit salad?</p> <p>Monita's mother : The fruits are sour and the sauce is sweet and spicy. They make the fruit salad yummy.</p> <p>Monita's father : Now let's try the pudding. How is it, girls?</p> <p>Monita's sister : Hmm ... it's soft and sweet. Thank you for today's special lunch, Dad.</p>					
C3/CV T6/106	<p>Galang : Come in. Sit down in the living room.</p> <p>Monita : Galang, you have a nice house. Are all the walls made of wood?</p> <p>Galang : Yes, they are.</p> <p>Andre : Would you take us on a house tour?</p> <p>Galang : Sure. This is the living room. There are two armchairs, a sofa, a table, a cabinet, and a television.</p> <p>Monita : There's an old radio too.</p> <p>Galang : Yes. It belongs to my father</p>	<p>Have faith, fear God Almighty, and have a noble character</p>	<p>Manner towards others</p>		√	<p>Manner towards others is reflected in Galang's virtue of inviting guests to sit down and honoring his friend's request for a house tour. This can be seen in the following sentences. "<u>Come in. Sit down in the living room</u>". "<u>Would you take us on a house tour? Sure</u>".</p>

C3/RT3 /120	<p>Let's Clean Up!</p> <p>The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.</p> <p>Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day.</p>	Mutual Cooperation	Collaboration	√		<p>“<u>The Rahmansyahs work together to keep the house clean</u>” describes the ability to work together and coordinate to achieve a common goal and realize that there is positive interdependence between people. This awareness forms an attitude that always contributes optimally to achieve common goals and complete the assigned tasks to the maximum extent possible.</p>
			Caring	√		<p>This reading shows a family that acts proactively and cares about the conditions in the physical environment so that they carry out activities to protect the surrounding environment. This is reflected in some of The Rahmansyahs' family activities, such as “<u>...everyone in the family makes the bed. Sinta sweeps and mops the floor and Galang takes out the trash...</u>” etc.</p>
C3/RT4 /124	<p>Making Sticker Signs</p> <p>Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs</p>	Creative	Generate original ideas		√	<p>Second and third sentence in the passage “<u>She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house</u>” informs that Sinta's character can generate original ideas. Have the creative thinking ability to see things from different</p>

<p>will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out. They decided to write eight signs for the sticker. For example, Sinta made ‘Please do not leave dirty dishes in the sink’ sticker sign. Galang made ‘Please flush the toilet after using’ sticker sign. Ara made ‘Please take off your shoes’ sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.</p>					perspectives and then apply new ideas according to the context to solve problems.
		Produce original works and actions		√	The ideas that have been made are then realized in the form of action “ <u>They decided to write eight signs for the sticker</u> ” so as to produce original works and actions in the form of drawings by considering their impact on the surrounding environment.
		Have flexibility in thinking to find alternative solutions to problems		√	The character Sinta in the reading is able to find an alternative solution, which is to make a sticker sign after she feels that there is a problem which is explained implicitly in the sentence “ <u>Sinta wants her family house to look neat and clean every day.</u> ”
	Mutual Cooperation	Collaboration		√	The second paragraph of the passage indicates the ability to cooperate and coordinate to achieve a common goal and realize that there is positive interdependence among people. Through this awareness, optimal contributions are made to accomplish the best possible tasks and achieve the common goal.
		Caring		√	“ <u>Sinta wants her family house to look neat and clean every day</u> ” “ <u>Those sticker signs will remind her family about what to do to keep the</u>

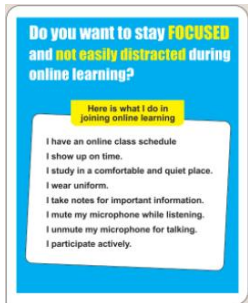
						<u>house clean</u> ” This reading demonstrates concern for the family and the home environment, which leads to proactive action to keep the house clean and to remind the family to always keep clean.
C3/RT5 /131	<p>Tips to Separate Rubbish</p> <p>There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean.</p>	Have faith, fear God Almighty, and have a noble character	Character towards nature	√		The reading explains the importance of taking care of the natural environment by learning to sort waste properly to keep the environment clean and livable.
C3/RT6 /143	Tips to Separate Recycling Items	Have faith, fear God Almighty,	Character towards nature	√		The reading implies an attitude towards nature that is shown by separating rubbish. It can be

	<p>There are many types of items that we can recycle, for example, paper, glass, and styrofoam. Before we put them into the recycle bin, we can think about some tips. Check the tips here.</p> <p>1. Don't crumple paper Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult cut them in pieces and put them in the composter.</p> <p>2. Wash and separate bottles Plastic and glass bottles should be separated in the recycle bin. Glass bottles can be reused before we throw them in the recycle bin. If we want to throw them away, we can wash them first. Clean bottles will be easy to recycle.</p> <p>3. Clean styrofoam packaging When we buy food, sometimes they are packed with styrofoam. Before we put them in the recycle bin, we should clean it from the food scraps. We can</p>	and have a noble character				seen that by reading this passage, students will gain in-depth insight into the rubbish that needs to be reused, how we should clean the dirt before throwing away the rubbish, and how to separate the rubbish.
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	collect styrofoam in a big group before we throw them away.					
C4/CV T7/158	Galang : Kak Sinta, do you have English on Tuesday? Sinta : No, I don't. Why are you asking? Galang : I just want to borrow your dictionary. I have English on that day. Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday. Galang : Oh, great! My English class is on Tuesday and Thursday. Sinta : All right then. You can use my dictionary on Tuesday or Thursday. Galang : Thanks, Kak Sinta. Sinta : Anytime.	Have faith, fear God Almighty, and have a noble character	Manner towards others		√	“ <u>I just want to borrow your dictionary. I have English on that day</u> ”, “ <u>Sure, go ahead. Anyway, I have English on Monday and Wednesday</u> ” Implementation of kindness that is reflected in the act of helping friends in need. Manner toward others is also reflected when Galang thanks Sinta for the help given. It can be seen in the sentences “ <u>Thanks, Kak Sinta</u> ”, “ <u>Anytime</u> ”
		Mutual Cooperation	Caring		√	“ <u>I just want to borrow your dictionary. I have English on that day</u> ” “ <u>Sure, go ahead. Anyway, I have English on Monday and Wednesday</u> ” A concern for the social environment that is reflected in the attitude of helping friends because of feeling and understanding what others feel.
C4/RT7 /164	My Class Schedule Hello. This is my school schedule. I study at school from Monday to Friday. I start my school activities at 8 o'clock in the morning. I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony. From Monday to	Have faith, fear God Almighty, and have a noble character	Character towards the nation		√	“ <u>I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony</u> ”. The underlined sentence is a representation of the characters toward the nation, that is, nationalism. In the flag ceremony, there is an appreciation for the country through the raising of the flag accompanied by the song Indonesia Raya, the

	<p>Thursday, I go home from school at about 3 o'clock in the afternoon. I only have two classes on Friday so I go home before noon. Now, let me talk about some school subjects. My favorite subjects are English, Natural Sciences and Art and Culture. I have English on Tuesday and Thursday. On Monday and Wednesday I have Natural Sciences. Finally, I have Art and Culture on Friday.</p>					<p>reading of the text of Pancasila, and the preamble of the UUD 1945.</p>
C4/RT8 /173	<p>Ibu Ayu's Online Class Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, Ibu Ayu taught English online. She used a video conferencing application. Ibu Ayu met and talked with her students virtually. She also explained the materials and has a discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a</p>	<p>Critical Reasoning</p>	<p>Analyzing and evaluating reasoning</p>		√	<p>In the text, it is illustrated that many students do not know about the ethics of online classes which is expressed in the sentence "<u>Sometimes the students spoke at the same time</u>". Therefore, Mrs. Ayu uses reasoning in accordance with the principles of science and logic in making decisions and actions by analyzing and evaluating the ideas and information obtained. In this case, Mrs. Ayu makes the decision to make online class rules so that the class is more organized. Represented in the sentence "<u>Ibu Ayu thought about making rules for online learning</u>".</p>

	video conferencing application, speaking at the same time makes the class noisy. Ibu Ayu thought about making rules for online learning.	Creative	Have flexibility in thinking to find alternative solutions to problems		√	The problem experienced by Mrs. Ayu's character is students who talk at one time when she explains. Due to this, Mrs. Ayu looks for alternative solutions to the problems she experiences by making class rules. Implemented in the sentence " <u>Ibu Ayu thought about making rules for online learning</u> ".
C4/RT9 /176	<p>Conversation via WhatsApp</p> <p>Pipit : Hi Monita</p> <p>Monita : Hi Pipit</p> <p>Pipit : Bu Ayu advise me to stay focused on online learning. You know, I'm easily distracted. Can you give me some tips?</p> <p>Monita : Wait a second. I'll send you an infographic. Hope it help</p> <p>Pipit : Thak's Monita!</p>	Independence	Understanding of self and the situation faced		√	Monita's character in the dialogue realizes that one of her limitations is that she is easily distracted " <u>I'm easily distracted</u> ". Therefore, Monita feels the need to fulfill her self-development needs and one of her efforts is to ask Pipit.
			Self-regulation		√	The reading is about developing learning goals and learning strategies based on an assessment of her abilities and the requirements of the current situation. Controlling self-development activities while maintaining the learning motivation to achieve learning goals.



C4/RT1 0/181	<p>Galang Learning Tips</p> <p>1.Prepare your comfort place: a place where you can think calmly.</p> <p>2.Make a to do list: it makes your study time more effective.</p> <p>3.Join online discussion: you can ask questions to your classmate</p> <p>Review: Review the topic to help you understand the lesson better</p> <p>Break time: Take a break by walking around the house</p> <p>Andre Learning Tips</p> <p>-Make an online class schedule: It helps you to be always ready to join online classes.</p> <p>-Be active in class discussion: You can learn to share your ideas with others.</p> <p>-Make a study plan and stick to it: Manage yourself well, for example when to study and when to take some breaks.</p>	Independence	Self-regulation		√	This reading implicitly shows the planning of Galang and Andre's strategies to achieve learning goals based on an assessment of their abilities and the demands of the current situation. Controlling self-development activities while maintaining learning motivation to achieve learning goals. The evidence of this character is Galang and Andre who make learning tips according to their own needs.
		Critical reasoning	Reflecting and evaluating his/her own thinking		√	<u>“Review the topic to help you understand the lesson better”</u> and <u>“Learn again previous lesson: It helps you to memorize and understand the lesson”</u> These sentences prove that Galang and Andre realize that they can continuously develop their capacity through the process of reflection and improvement. In addition, they have the willingness to change or learn deeper about the material they have learned.

	<p>-Learn again previous lessons: It helps you to memorize and understand the lesson.</p> <p>-Have your study area: Prepare a comfortable place for study.</p>																			
C4/RT1 1/187	<table border="1"> <thead> <tr> <th>Structure</th> <th>Text</th> </tr> </thead> <tbody> <tr> <td>Identification: a general orientation to the topic</td> <td>Example: I am a very organized person.</td> </tr> <tr> <td>Description:</td> <td></td> </tr> <tr> <td>Feature 1: Study area</td> <td>First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.</td> </tr> <tr> <td>Feature 2: Lesson review</td> <td>Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it</td> </tr> <tr> <td>Feature 3 Study buddy</td> <td>Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.</td> </tr> <tr> <td>Comment</td> <td>I am happy with my study. I sometimes give myself some rewards.</td> </tr> </tbody> </table>	Structure	Text	Identification: a general orientation to the topic	Example: I am a very organized person.	Description:		Feature 1: Study area	First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.	Feature 2: Lesson review	Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it	Feature 3 Study buddy	Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.	Comment	I am happy with my study. I sometimes give myself some rewards.	Independence	Self-regulation		√	The first paragraph of the reading describes the atmosphere of the study room “ <u>I have a place to study</u> ” which is organized with the style of the owner of the room in order to make it comfortable when studying. In addition, there is a strategic plan to achieve learning goals based on an assessment of personal abilities and the demands of the current situation. Controlling self-development activities while maintaining learning motivation to achieve learning goals.
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		Critical Reasoning	Reflecting and evaluating his/her own thinking		√	Feature 2 shows an attitude that realizes that a person can continue to develop self-capacity through a process of reflection, efforts to improve strategies, and persistence in trying various alternative solutions. The reading also shows that the character has the willingness to change or learn further about the material that has been learned.														

		Mutual Cooperation	Collaboration	√		Feature 3 discusses the study buddy which illustrates the ability to work together with others and demonstrate a positive attitude towards others. Skilled at working together and coordinating to achieve a common goal.
C5/CV T8/206	Galang : Hi, Monita. How's your day? Monita : I'm great. Galang : Monita, this is Pipit. She is a new student. Pipit, this is Monita. Monita : Hi, Pipit. How do you do? Pipit : Hi, Monita. How do you do? Galang : What is our next subject after the school break? Monita : The next subject is science with Pak Romy. We will learn at the science laboratory. Pipit : Oh, really? Do you know where the science laboratory is? Monita : It's next to the library. Pipit : Ok, thank you Monita. I just can't wait to study with Pak Romy.	Have faith, fear God Almighty, and have a noble character	Manner towards others		√	The beginning of conversation starts with a greeting and asking about the condition " <u>Hi, Monita. How's your day?</u> " which is an illustration of the virtue of politeness. In addition, Pipit also thanked Monita for answering her question. " <u>Ok, thank you Monita</u> ".

C5/CV T9/208	<p>Galang : Science is fun, right?</p> <p>Monita : Yes. I love science!</p> <p>Pipit : Hey, Galang, what room is that?</p> <p>Galang : Which one?</p> <p>Pipit : The one between the principal's office and the ninth graders' classroom?</p> <p>Galang : Oh, that is the clinic.</p> <p>Pipit : I see. What about the room beside the seventh graders' classroom?</p> <p>Galang : That is the art room. Usually Bu Irma, our art teacher, brings us there when we study art.</p> <p>Monita : Guys, I need to go to the toilet. You can go to the class first.</p> <p>Pipit : Alright. See you at the class Monita.</p>	God Almighty, and have a noble character	Manner towards others		√	The conversation text represents manners towards others, which is shown through a friendly attitude. Galang started the conversation by asking Monita's opinion about the lesson " <u>Science is fun, right?</u> " and Monita ended the conversation with permission to go to the toilet and let her friend go to class.
C5/CV T10/21 0	<p>Pipit : Monita, can you tell me where the teachers' room is?</p> <p>Monita : Why do you want to go there?</p> <p>Pipit : Ibu Ayu wants to meet me there after the school break.</p> <p>Monita : Just go straight. Walk past the science laboratory and the library. Turn</p>	God Almighty, and have a noble character	Manner towards others		√	Monita who answers questions from Pipit who needs information, and Pipit who doesn't forget to thank Monita when she has answered all her questions is a form of the virtue of helping each other.

	<p>left. Go straight down. The teachers' room is beside the canteen.</p> <p>Pipit : Oh, ok, but before I go to meet Ibu Ayu, I must go to the toilet first. Do you know where is it?</p> <p>Monita : Well, you know the science laboratory, right? Walk past the laboratory and the library. Turn right. The girls' toilet is on your left beside the boys' toilet.</p> <p>Pipit : Oh, alright. Thank you.</p> <p>Monita : You're welcome.</p>					
C5/CV T11/22 2	<p>Leni : Hi, Pipit.</p> <p>Pipit : Hi, Leni.</p> <p>Leni : Pipit, do you join the pencak silat for your extracurricular activity?</p> <p>Pipit : Yes, I do.</p> <p>Leni : I think I am interested in joining the pencak silat club.</p> <p>Pipit : So, join us then.</p> <p>Leni : When do you usually practice pencak silat?</p> <p>Pipit : I practice every Tuesday.</p> <p>Leni : What time?</p>	Global diversity	Understand and appreciate a culture	√		Recognize and identify one of Indonesia's cultures through talking about the traditional sport of pencak silat.
			Reflection and responsibility for the experience of diversity		√	“ <u>Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday</u> ” Enthusiasm in learning about the culture and gaining direct experience in pencak silat to achieve responsibility for the experience of diversity.
		Have faith, fear God Almighty, and have a noble character.	Religious character	√		The sentence “ <u>Before we practice, we pray</u> ” It describes the appreciation of God's attributes, which is the basis for lifelong of worship or prayer.

	<p>Pipit : At 3 o'clock in the afternoon.</p> <p>Leni : Where is the venue?</p> <p>Pipit : At the school yard.</p> <p>Leni : What do you usually do when practicing pencak silat?</p> <p>Pipit : Before we practice, we pray. After that, we do the warming ups. Usually, the coach asks us to practice the movements. We also kick and punch the punching bag.</p> <p>Pipit : Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday.</p>					
		Independence	Understanding of self and the situation faced		√	The character Leni in the dialogue recognizes and realizes her need to develop herself and enhance her strengths. Thus, Leni tries to explore pencak silat.
		Critical Reasoning	Obtaining and processing information and ideas		√	The character Leni portrays a person who has a great sense of curiosity by asking relevant questions, identifying and clarifying ideas and information obtained, as well as processing the information. She has the willingness to collect data or facts and in the end she is able to make decisions. The proof can be seen in the sentences <u>“Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday.”</u>
C5/CV T12/22 4	<p>Monita: Hey, look at this extracurricular schedule. It says the English Club is on Monday in the library.</p> <p>Pipit: Oh, and Science Club is also on Monday. It is in the Science Laboratory. But I'm not interested.</p>	Have faith, fear God Almighty, and have a noble character	Character towards the nation		√	<u>“Yes. Also, all students must join the scout every Thursday”</u> . The sentence indicates the spirit of national character. Scout plays a role in instilling nationalism, fostering awareness of the nation, instilling loyalty to Pancasila as the state ideology, instilling a willing attitude to sacrifice for the nation and state, and equipping the initial ability to defend the country.

	<p>Monita: What do you join? Pipit: I join Pencak Silat. It is in the school yard every Tuesday.</p> <p>Monita: Oh, okay. I think Galang joins the basketball club. It is every Wednesday from 3 pm to 5 pm. Pipit: You're right. He loves basketball.</p> <p>Monita: Yes. Also, all students must join the scout every Thursday.</p> <p>Pipit: Hmm. What about the choir? Where is it? Monita: It is in the art room. Painting is also in the art room on the same day.</p> <p>Pipit: What do you think about Andre? What extracurricular activity does he join?</p> <p>Monita: I think he joins dancing every Saturday.</p>	Independence	Understanding of self and the situation faced		√	In the conversational text, it is explained that students choose extracurricular activities that are different from each other, which means that they have reflected on their own conditions, both their strengths and limitations, as well as the situations and developmental requirements needed. This makes them recognize and realize the need for self-development in accordance with the changes and developments.
	<p>Pipit: Hmm. What about the choir? Where is it? Monita: It is in the art room. Painting is also in the art room on the same day.</p> <p>Pipit: What do you think about Andre? What extracurricular activity does he join?</p> <p>Monita: I think he joins dancing every Saturday.</p>	Global Diversity	Social Justice		√	The conversational text is included in social justice because it applies democracy, which means that students have the same right to be able to choose the extracurricular activities they want without coercion and according to their skills.
C5/RT1 2/225	<p>SMP Merdeka Basketball Club Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second</p>	Independence	Understanding of self and the situation faced		√	In the reading, Galang chose extracurricular basketball, which means that he has reflected on his own condition, both strengths and limitations, as well as the situation and developmental demands faced. This makes him recognize and realize the need for self-

	<p>uniform is white. The mascot of the team is an eagle.</p> <p>More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.</p> <p>Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.</p>					development in accordance with the changes and developments that occur.
		Global Diversity	Social Justice		√	The sentence “ <u>The selection for the new players is next week</u> ” reinforced that the selection of basketball players through selection is fair, not one-sided or impartial.
C5/RT1 3/227	<p>Pipit Likes Pencak Silat</p> <p>Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard. Before practicing, Pipit and all other students in pencak silat have some warming up activities.</p>	Global Diversity	Understand and appreciate a culture	√		Recognize and identify one of Indonesia's cultures by reading about the traditional martial art sport pencak silat.
			Reflection and responsibility for the experience of diversity		√	Learning about culture through extracurricular activities and gaining direct experience in pencak silat as a means of achieving responsibility for the experience of diversity.

	They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match. Pipit joins pencak silat as an extracurricular activity in SMP Merdeka.	Independence	Self-regulation		√	This reading presents the strategic planning of Pipit, who participates in Pencak Silat extracurricular activities to achieve non-academic learning goals based on an appreciation of her abilities and the current situation's demands. Controlling self-development activities while maintaining behavior and enthusiasm to achieve goals.
C5/RT1 4/232	<p>School Festival at SMP Merdeka</p> <p>SMP Merdeka holds an annual festival. It usually happens in June. It takes place in some school facilities. At this festival, students participate in many activities, such as art exhibitions and competitions.</p> <p>Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are sports and art competitions. The sports competition is held in the</p>	Independence	Understanding of self and the situation faced		√	Indirectly, this reading explains that students can choose a competition that is different from one another, which means that they have reflected on their own conditions, both strengths and limitations, as well as the situation and growth demands faced. This makes them recognize and realize the need for self-development in accordance with the changes and developments that occur. The evidence can be seen in paragraph 2.
		Creative	Produce original works and actions		√	The sentence <u>“It shows students’ artwork like paintings, statues, and crafts”</u> is evidence of the creative dimension, namely producing original works and actions, taking actions driven by their interests and preferences so that produce original works and actions in the form of artwork.

<p>school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.</p> <p>Before the school festival, students practice sports and arts for competition. Some students help prepare the decorations for the stage. Everyone is happy participating in the school festival.</p>	Global Diversity	Social Justice		√	<p>The conversational text is included in social justice because it applies democracy, where students have the same right to be able to choose the activities they want “<u>Students participate in many activities, such as art exhibitions and competitions</u>”, “<u>Students who like reading can join a storytelling activity</u>” without coercion and according to their skills.</p>
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The Percentage of the Data Analysis of the Availability Character Education Values in Reading Text and Conversational Text

Chapter	Availability of Pancasila student profiles in each chapter																				Total	Percentage of each chapter
	A					B				C			D		E			F				
	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	E1	E2	E3	F1	F2	F3		
Chapter 1	-	1	3	1	-	-	-	-	-	1	-	-	1	1	-	-	-	-	-	-	8	14,9%
Chapter 2	2	-	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	5	9,3%
Chapter 3	-	-	1	2	-	-	-	-	-	2	2	-	-	-	-	-	-	1	1	1	10	18,5%
Chapter 4	-	-	1	-	1	-	-	-	-	1	1	-	1	3	-	1	2	-	-	1	12	22,2%
Chapter 5	1	-	3	-	1	2	-	2	3	-	-	-	4	1	1	-	-	-	1	-	19	35,1%
Total	3	1	9	3	2	2	-	2	3	4	4	1	6	5	1	1	2	1	2	2	54	100%
Found on page(s)	61, 62, 64	39	20,24,31,64, 106,158,206, 208,210	39, 131, 143	164, 242	222, 227	-	227	224, 5,232	45,120,187	61,120,124,158	6	45,176, 222,224, 225,232	45,176, 6,181, 187,227	22	17	187	124	423	427	19	19 elements found in the CVT & RT
Percentage of each element	5,5%	1,9%	16,6%	5,5%	3,7%	3,7%	0%	3,7%	5,5%	7,4%	7,4%	1,9%	11,1%	9,3%	1,9%	1,9%	3,7%	1,9%	3,7%	3,7%	100%	
Percentage of each dimension	33,2%					12,9%				16,7%			20,4%		7,5%			9,3%			100%	

Abbreviation:

1. A : Have faith, fear God Almighty, and have a noble character
 - A1 : Religious character
 - A2 : Personal character
 - A3 : Manner towards others
 - A4 : Character towards nature
 - A5 : Character towards the nation
2. B : Global Diversity
 - B1 : Understand and appreciate a culture
 - B2 : Intercultural communication and interaction
 - B3 : Reflection and responsibility for the experience of diversity
 - B4 : Social justice
3. C : Mutual Cooperation
 - C1 : Collaboration
 - C2 : Caring
 - C3 : Sharing
4. D : Independence
 - D1 : Understanding of self and the situation faced
 - D2 : Self-regulation
5. E : Critical reasoning
 - E1 : Obtaining and processing information and ideas
 - E2 : Analyzing and evaluating reasoning
 - E3 : Reflecting and evaluating his/her own thinking
6. F : Creative
 - F1 : Generate original ideas
 - F2 : Produce original works and actions
 - F3 : Have flexibility in thinking to find alternative solutions to problems

Appendix 2 Reading Texts and Conversation Text in English for Nusantara Textbook

1. C1/CVT1/20-21

Section 4 – Listening



- a. Listen to **Audio 1.2**. Galang and Andre are introducing themselves to each other. The audio has two parts. You can listen to Part 1 and then Part 2. Or, you can listen to both Parts in one go. See the **Wordbox**.



Comic strip 1.2 Part 1 Galang and Andre are introducing themselves to each other.



Comic strip 1.2 Part 2 Galang and Andre are introducing themselves to each other.

2. C1/CVT2/24



Section 6 – Listening



- a. Listen to **Audio 1.3**. Three students are introducing themselves. There are two parts in the audio. You can listen to Part 1 and then Part 2. Or, you can listen to both parts in one go. See the **Wordbox**.



Comic strip 1.4 Three students are introducing themselves



3. C1/CVT3/31



Comic strip 1.8 Galang and Andre hobbies

Section 6 – Your Turn: Reading



- a. Read the text about Pak Edo's Hobby . See the **Wordbox**.

Pak Edo's Hobby

Pak Edo's hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.

- b. Answer the questions on Worksheet 1.19 based on the texts.

1. Where are *Pak Edo* and his family's favorite places for cycling?

2. What day do *Pak Edo* and his family go cycling?

3. They ride their bicycles together on weekends. What does the word 'they' refer to?

4. Do you agree with *Pak Edo* that cycling is useful for health and the environment? Explain.

5. Why does *Pak Edo* wear his helmet whenever he goes cycling?

Worksheet 1.19

Enrichment: Miming and Guessing a Hobby

- a. Think of a hobby. Act it out.
- b. Let your friends guess your hobby.

Section 4 – Reading 

- a. Read a text about Made, the Basketball Player.



Picture 1.4 Made

Made the Basketball Player

Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.

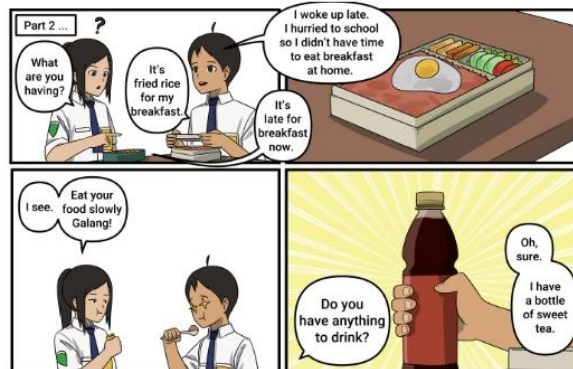
Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

Section 2 – Reading

a. Read and Listen to Monita and Galang are talking about their favorite food and drinks. See the **Wordbox**.



Comic strip 2.1 Part 1 Monita and Galang's favorite meals



Comic strip 2.1 Part 2 Monita and Galang's favorite meals

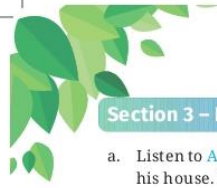


Section 3 – Your Turn: Listening 

a. Monita is having lunch with her family. Listen to their conversation in Audio 2.2. See the Wordbox.



Comic strip 2.2 Part 1 Monita's family lunch



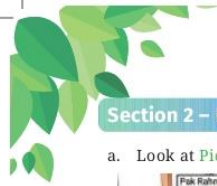
Section 3 – Listening



- a. Listen to **Audio 3.2**. Galang is inviting Andre and Monita to go inside his house. See the **Wordbox**.



Comic strip 3.1 Galang shows his house to Andre and Monita



Section 2 – Reading



a. Look at **Picture 3.7** and answer the following questions.



Picture 3.7 The Rahmansyah's family cleaning up

1. Who takes out the trash?
2. Who cleans the window?
3. Who mops the floor?
4. Who puts the toys away?

b. Read the text about house chores. See the **Wordbox**.

Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday.

The Rahmansyahs are busy every day.





a. Read the text. See the **Wordbox**.



Picture 3.8 Sticker sign

Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.

Section 2 – Reading

- a. Read the text. See the **Wordbox**.

Tips to Separate Rubbish

There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean. Read the text again and have a look at the rubbish collection. Can you separate them based on the categories?

- b. Read the text again and have a look at the rubbish below. Can you separate them based on the categories?



Worksheet 3.22

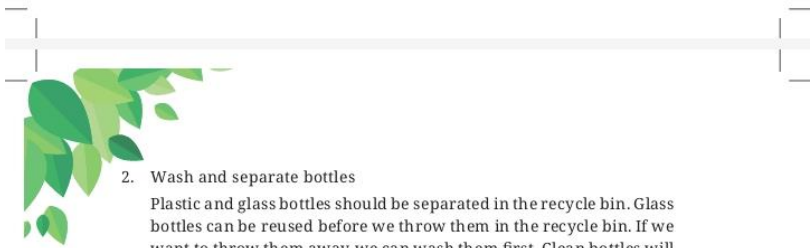
12. C3/RT6/143-144

- a. Read the text 'Tips to Separate Recycling Items'.

Tips to Separate Recycling Items

There are many types of items that we can recycle, for example, paper, glass, and styrofoam. Before we put them into the recycle bin, we can think about some tips. Check the tips here.

- 1. Don't crumple paper
Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult to process them. If the paper is dirty or oily, we can cut them in pieces and put them in the composter.

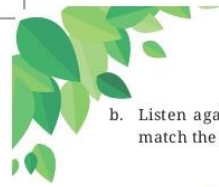


- 2. Wash and separate bottles
Plastic and glass bottles should be separated in the recycle bin. Glass bottles can be reused before we throw them in the recycle bin. If we want to throw them away, we can wash them first. Clean bottles will be easy to recycle.
- 3. Clean styrofoam packaging
When we buy food, sometimes they are packed with styrofoam. Before we put them in the recycle bin, we should clean it from the food scraps. We can collect styrofoam in a big group before we throw them away.

- b. Complete the infographic with the correct tips for separating recycling items from the text.

Worksheet 3.34

13. C4/CVT7/158



- b. Listen again to **Audio 4.1**. Based on the dialogue, draw a line to match the names of the day and the school subjects.

Monday Tuesday Wednesday



Worksheet 4.3

- c. Listen to **Audio 4.3**. Galang wants to borrow his sister's dictionary for studying English at school. See the word box at the end of the chapter, to help you find the meanings of key wordings.

Galang : Kak Sinta, do you have English on Tuesday?
Sinta : No, I don't. Why are you asking?
Galang : I just want to borrow your dictionary. I have English on that day.
Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday.
Galang : Oh, great! My English class is on Tuesday and Thursday.
Sinta : All right then. You can use my dictionary on Tuesday or Thursday.
Galang : Thanks, Kak Sinta.
Sinta : Anytime.



My Class Schedule

Hello. This is my school schedule. I study at school from Monday to Friday. I start my school activities at 8 o'clock in the morning. I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony. From Monday to Thursday, I go home from school at about 3 o'clock in the afternoon. I only have two classes on Friday so I go home before noon.

Now, let me talk about some school subjects. My favorite subjects are English, Natural Sciences and Art and Culture. I have English on Tuesday and Thursday. On Monday and Wednesday, I have Natural Sciences. Finally, I have Art and Culture on Friday.

Text 4.1 Monita describing her class schedule.

b. Listen again to **Audio 4.7**. Answer the following questions. Number one has been done for you.

1. When does Monita have a Flag Ceremony?
She has a Flag Ceremony on Monday.
2. What time does she usually go home from school?

3. When does Monita have English?

4. When does Monita have Natural Sciences?

5. When does Monita have Art and Culture?

Worksheet 4.7

c. Based on Monita's class schedule above, complete the following sentences.

1. She has Natural Sciences on **Monday** and _____.
2. She has PE on _____ at _____.
3. She has English on _____ and _____.



- b. Read a text about *Ibu Ayu's* Online Classroom. See the **Wordbox**.

***Ibu Ayu's* Online Class**

Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, *Ibu Ayu* taught English online. She used a video conferencing application. *Ibu Ayu* met and talked with her students virtually. She also explained the materials and has a discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. *Ibu Ayu* thought about making rules for online learning.

- c. Answer the following questions based on the text above.

1. Why does *Ibu Ayu* teach English online?

2. How many times does *Ibu Ayu* teach English in a week?

3. What type of application does *Ibu Ayu* use in teaching online?

4. What activities does *Ibu Ayu* do in online learning?

5. Do you think *Ibu Ayu* needs to make online learning rules? Explain.

Worksheet 4.15





Did You Know?

Netiquette

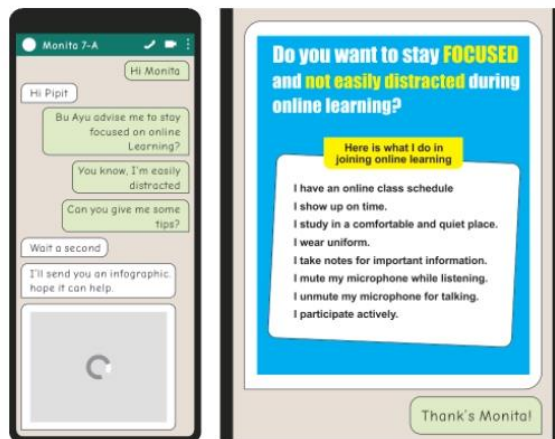
Do you know the word "Netiquette"? Netiquette is Network Etiquette. It is related to anything that we can do and don't do in online interactions. As in our real-world or offline interactions, cyberspace or online has certain rules to follow depending on the situation or the context.

To know more about **Netiquette**, go to this link:



Section 3 – Reading and Viewing

- a. Read an online chat between Pipit and Monita. They talk about some tips to stay focused during online learning. See the **Wordbox**.



Picture 4.5 Pipit and Monita chat

Section 6 – Your Turn: Reading and Viewing



- a. Ibu Ayu asks her students to make an infographic to show their learning tips. Here are the infographics made by Galang and Andre. Read their infographics. See the **Wordbox**.

GALANG
LEARNING TIPS

- 1 Prepare your comfort place: a place where you can think calmly.
- 2 Make a to do list: it makes your study time more effective.
- 3 Join online discussion: you can ask questions to your teachers or classmates

Review:

Review the topic to help you understand the lesson better

Break time:

Take a break by walking around the house

ANDRE
LEARNING TIPS

Make an online class schedule:

It helps you to be always ready to join online classes.

Be active in class discussion:

You can learn to share your ideas with others.

Make a study plan and stick to it:

Manage yourself well, for example when to study and when to take some breaks.

Learn again previous lessons:

It helps you to memorize and understand the lesson.

Have your study area:

Prepare a comfortable place for study.

Picture 4.6 Galang and Andre's infographics

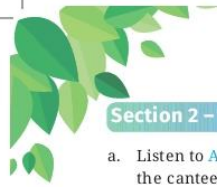
18. C4/RT11/187

- f. Observe the following structure of a descriptive text about Monita's study habits.

Table 4.6

Structure	Text
Identification: a general orientation to the topic	Example: I am a very organized person.
Description:	
Feature 1: Study area	First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.

Feature 2: Lesson review	Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it
Feature 3: Study buddy	Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.
Comment	I am happy with my study. I sometimes give myself some rewards.



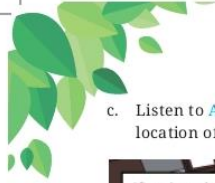
Section 2 – Listening



- a. Listen to **Audio 5.1**. Galang and a new student, Pipit, meet Monita at the canteen during break time. See the **Wordbox** at the end of the chapter, to help you find the meanings of key wordings.



Comic strip 5.1 At the canteen



c. Listen to **Audio 5.2**. Monita, Galang, and Pipit are talking about the location of school facilities.



Comic strip 5.2 School facilities



e. Listen again to **Audio 5.2** and answer the questions.

1. Where is the clinic?

2. Where is the art room?

3. Where is the principal's office?

4. Where is the third graders' classroom?

5. Where is the first graders' classroom?

Worksheet 5.4

Section 3 – Listening

a. Listen to **Audio 5.3**. Pipit and Monita talk about directions to the teacher's room.



Comic strip 5.3 Where is the teachers' room?



c. Pay attention to the dialogue.



Comic strip 5.4 Talking about Pencak Silat

d. Practice the dialogue with a classmate.



Section 4 – Listening



a. Listen to [Audio 5.4](#). b.

- Monita: Hey, look at this extracurricular schedule. It says the English Club is on Monday in the library.
- Pipit: Oh, and Science Club is also on Monday. It is in the Science Laboratory. But I'm not interested.
- Monita: What do you join?
- Pipit: I join Pencak Silat. It is in the school yard every Tuesday.
- Monita: Oh, okay. I think Galang joins the basketball club. It is every Wednesday from 3 pm to 5 pm.
- Pipit: You're right. He loves basketball.
- Monita: Yes. Also, all students must join the scout every Thursday.
- Pipit: Hmm. What about the choir? Where is it?
- Monita: It is in the art room. Painting is also in the art room on the same day.
- Pipit: What do you think about Andre? What extracurricular activity does he join?
- Monita: I think he joins dancing every Saturday.

b. Listen again to [Audio 5.4](#). Complete number 1 to 8 in the schedule. Number one has been done for you.



Extracurricular Activities at SMP Merdeka

Day and time	Extracurricular activity	Venue
Monday, 3 PM to 5 PM	(1) English Club	Library
	Science Club	(2) _____
Tuesday, 3 PM to 5 PM	Pencak silat	(3) _____
Wednesday, (4) _____	Basketball	School Yard
	Volleyball	School Yard
(5) _____, 3 PM to 5 PM	Scout	School Yard
Friday, 1 PM to 3 PM	Choir	(6) _____
	(7) _____	Art Room
(8) _____, 2 PM to 4 PM	Dancing	Art Room

Worksheet 5.12

Section 5 – Reading

- a. Read the text 'SMP Merdeka Basketball Club'.

SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.



Section 6 – Your Turn: Reading



- a. Read the text 'Pipit Likes Pencak Silat'. See the **Wordbox**.

Pipit Likes Pencak Silat

Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard. Before practicing, Pipit and all other students in pencak silat have some warming up activities. They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match. Pipit joins pencak silat as an extracurricular activity in SMP Merdeka.

- b. Look at the following personal schedules from Monita, Galang, Andre, and Pipit.

Monita's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	English club
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir

Galang's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	Science club
Wednesday	3 - 5 PM	Basketball
Thursday	3 - 5 PM	Scout

Andre's Daily Schedule

Day	Time	Activity
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir
Saturday	2 - 4 PM	Dancing

**Section 2 – Reading**

- a. Read the text about a school festival. See the **Wordbox**.

School Festival at SMP Merdeka

SMP Merdeka holds an annual festival. It usually happens in June. It takes place in some school facilities. At this festival, students participate in many activities, such as art exhibitions and competitions.

Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are sports and art competitions. The sports competition is held in the school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.

Before the school festival, students practice sports and arts for competition. Some students help prepare the decorations for the stage. Everyone is happy participating in the school festival.

- b. Put a tick in the map based on text 'School Festival at SMP Merdeka for:
- The location for art exhibition.
 - The location for the sports competition.
 - The location for the art competition.

Appendix 3 Indicator of Pancasila Student Profile

Indicator of Pancasila Student Profile Datasheet

The indicator is based on the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency. Ministry of Education, Culture, Research, and Technology Number 009/H/KR/2022.

Dimension	Element	Indicator
Have faith, fear God Almighty, and have a noble character	Religious character	<ul style="list-style-type: none"> - Recognizing the attributes of God as the basis for practicing religious rituals or worship throughout life. - Believing that humans are leaders on earth. - Loving and caring for oneself, fellow human beings and nature, also carry out orders and avoid His prohibitions. - Participating in religious events and continuing to explore religious teachings.
	Personal character	<ul style="list-style-type: none"> - Noble morals are manifested in affection and care for themselves. - Having an attitude of integrity as a form of affection, care, respect, and self-respect. - Maintaining self-respect. - Maintaining physical, mental, and spiritual health. - Becoming a trustworthy person.

	Manner towards others	<ul style="list-style-type: none"> - Realizing that humans are equal before God. - Be virtuous to fellow human beings. - Prioritizing equality and humanity above differences. - Appreciate differences of opinion, and analyze them critically without imposing one's own opinion. - Moderate in religion. - Empathize, care, be generous and compassionate to others, especially those who are weak or oppressed. - Appreciating and supporting the strengths of others.
	Character towards nature	<ul style="list-style-type: none"> - Responsible, loving, and caring toward the natural environment. - Stopping the behavior that destroys and abuses the natural environment. - Reflective, thinking, and building awareness about the consequences or impacts of its behavior on the natural environment. - Implementing a lifestyle that cares for the environment.
	Character towards the nation	<ul style="list-style-type: none"> - Fulfilling rights and obligations as citizens.

		<ul style="list-style-type: none"> - Caring, helping others, and working together. - Placing humanity, unity, the interests and safety of the nation and state as a common interest above personal interests. - Prioritizing deliberation in making decisions for the common good. - Presenting social justice for all Indonesian people
Global Diversity	Understand and appreciate a culture	<ul style="list-style-type: none"> - Recognizing, identifying, and describing various groups based on behavior, gender, way of communication, and culture. - Describing the formation of self and group identity. - Analyzing ways to become member of social groups at local, regional, national and global levels
	Intercultural communication and interaction	<ul style="list-style-type: none"> - Communicating with people from different cultures. - Noticing, understanding, accepting existence, and appreciating the uniqueness of each culture.
	Reflection and responsibility for the experience of diversity	<ul style="list-style-type: none"> - Avoiding prejudice and stereotypes against different cultures by learning about cultural diversity and gaining experience in diversity

	Social Justice	<ul style="list-style-type: none"> - Participating in realizing social justice. - Believing in one's strength and potential as capital to strengthen democracy, to build an active-participatory society
Mutual Cooperation	Collaboration	<ul style="list-style-type: none"> - Having the ability to work together. - Coordinating to achieve common goals. - Able to formulate common goals, review goals that have been formulated, and evaluate goals. - Providing optimal contribution to achieving common goals.
	Caring	<ul style="list-style-type: none"> - Acting proactively on conditions in the physical and social environment. - Feeling and understanding what others feel. - Cultivating relationships with people from diverse cultures.
	Sharing	<ul style="list-style-type: none"> - The ability to give and receive all that matters to personal and social life. - Willing and able to live life together. - Understand and appreciate the social environment.

Independence	Understanding of self and the situation faced	<ul style="list-style-type: none"> - Reflecting on one's condition, both strengths and limitations. - Recognizing and realizing the need for self-development. - Set self-development goals.
	Self-regulation	<ul style="list-style-type: none"> - Able to manage thoughts, feelings, and behavior to achieve learning goals and self-development in both academic and non-academic fields. - Establishing and planning strategies to achieve goals. - Monitoring and evaluating the efforts made.
Critical reasoning	Obtaining and processing information and ideas	<ul style="list-style-type: none"> - Processing ideas and information both qualitatively and quantitatively. - Having a great sense of curiosity, asking relevant questions, identifying, clarifying ideas and information obtained, and processing this information. - Having the willingness to collect data or facts - Able to make the right decision.
	Analyzing and evaluating reasoning	<ul style="list-style-type: none"> - Using reason according to the rules of science and logic. - Conducting analysis and evaluation of ideas and information.

		<ul style="list-style-type: none"> - Able to explain reasons that are relevant and accurate in solving problems and making decisions. - Proving reasoning with various arguments in making a conclusion or decision. - Can prove reasoning with various arguments in making a conclusion or decision.
	Reflecting and evaluating his/her own thinking	<ul style="list-style-type: none"> - Reflecting and evaluating thoughts (metacognition) and thinking about how the thinking process goes. - Recognizing the development and limitations of thinking power. - Awareness in developing self-capacity through a process of reflection, efforts to improve strategies, and persistence in testing. - Willingness to change opinions or personal beliefs if proven contrary to existing evidence.
Creative	Generate original ideas	<ul style="list-style-type: none"> - Generating original ideas. - Ability to think creatively, by clarifying and questioning many things, seeing things from different perspectives, connecting existing ideas, and applying new ideas.

	<p>Produce original works and actions</p>	<ul style="list-style-type: none"> - Producing original works and actions in the form of complex representations, drawings, designs, performances, digital output, virtual reality, and others. - Taking actions driven by interests and preferences by considering the impact on the surrounding environment. - Dare to take risks in producing works and actions.
	<p>Have flexibility in thinking to find alternative solutions to problems</p>	<ul style="list-style-type: none"> - Flexibility to think in finding alternative solutions to problems. - Able to make a choice when faced with several alternative possibilities. - Identifying, and comparing creative ideas. - Experiment with different options creatively.

Appendix 4 Validation Statement

SURAT PERNYATAAN VALIDASI

(Expert Judgement)

Yang bertanda tangan dibawah ini, saya:

Nama : Sunarsih, S.Pd

Pekerjaan : Guru

Unit Pekerjaan : SMPN 2 Kediri

Alamat : Jl. Padang Padi No.18, Kaliombo, Kec. Kota, Kabupaten Kediri

Menyatakan bahwa saya telah melakukan validasi data pada karya tulis ilmiah (skripsi) dari mahasiswa :

Nama : Kusnul Ilma Liagustin

NIM : 19180036

Program Studi : Tadris Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Instansi : Universitas Maulana Malik Ibrahim Malang

Judul : A Content Analysis of Character Education in "English for Nusantara" Textbook for Seventh-Grade Students

Demikian surat pernyataan ini saya buat. Semoga dapat digunakan sebagaimana mestinya.

Kediri, 3 April 2023

Validator,



Sunarsih, S.Pd

NIP. 196501101995012002

Appendix 5 Peer Reviewer Statement

PEER REVIEWER

The undersigned:

Name : Lutfiana Dwi Nur Fadhilah

NIP : 19180037

Hereby state that I have reviewed the data analysis of the research entitled "Content Analysis of Character Education in "English for Nusantara" Textbook for Seventh Grade Students" conducted by Kusnul Ilma Liagustin.

Malang, 4 April 2023

Reviewer,



Lutfiana Dwi N.F
NIM. 19180036

PEER REVIEWER

The undersigned:


Name : Queen Salsabila

NIP : 19180022

Hereby state that I have reviewed the data analysis of the research entitled "Content Analysis of Character Education in "English for Nusantara" Textbook for Seventh Grade Students" conducted by Kusnul Ilma Liagustin.

Malang, 4 April 2023

Reviewer,



Queen Salsabila

NIM. 19180022

Appendix 6 Documentation



Appendix 7 Curriculum Vitae



Name : Kusnul Ilma Liagustin
Gender : Female
Place, Date of Birth : Kediri, August 4th 2000
Address : Jl. Delima Raya Dsn. Santren
Kidul Ds. Cerme Kec. Grogol
Kab. Kediri

No.	Educational Background	Graduated
1.	TK Kusuma Mulia	2007
2.	SDN Cerme II	2013
3.	SMPN 1 Grogol	2016
4.	SMAN 1 Grogol	2019