

An Analysis of the Character Education in Narrative Text of the English Textbook of Senior High School

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: February 1, 2023 Revised: July 13, 2025 Accepted: August 28, 2025 Published: December 31, 2025</p> <p>Keywords: Character Education Narrative Text Textbook</p>	<p>Character education has an important role in the education system besides the teacher providing material, also instilling character education in the teaching and learning process. The aims of this study was to find out the values of character education in English textbooks for tenth and eleventh grades published by the Ministry of Education and Culture in year 2017. The focus of this research is on the value of character education contained in the contents of English Textbooks based on the suitability of character education from the 2013 curriculum. The research methodology is descriptive with a qualitative approach and uses content analysis techniques. The research instruments were documentation and datasheets to present data. Source of data the researcher analyzed the narrative text in very chapter of English textbooks. The characters found are classified into 18 character values based on the 2013 curriculum and are classified into integrating character values either directly or indirectly. Based on the findings of this research, of the 18-character education values, there are only 7 character educations consisting of 4 narrative texts. The 7 values of character education are religious, honesty, hardworking, curiosity, appreciation, social care and responsibility. The most dominant characters are hardworking and social care. In addition, the direct integration technique is more dominant in this study.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Character education is of great importance to be implemented at school and outward of school in arrange to plan the youthful era for the time of globalization (Kurnia, 2019). The examples of character values such as responsibility allow a person to set attitudes

and behaviors to carry out the tasks they should do. For example, responsibilities help students decide to study rather than go out with playmate. Therefore, if students apply their responsibilities they have a tendency to handle their assignment just as students. Besides that, without honesty, students will arrange ways to duplicate homework answers, duplicate test answers, duplicate test answers, and duplicate last exam answers. Every student caught in cheating is likely to get a small score. That's why character education is a critical viewpoint of the instructing and learning prepare particularly within the learning materials given by the educator in classroom.

The development of character education in students in learning can be done in various ways. One of them is through textbooks as a learning resource for students. Textbooks can be used as a medium for developing character values in learning. El-Saleh (2011) emphasized, "Textbooks are primary physical resources for student performance in the classrooms. Teacher's editions of textbooks are an asset that helps them create lesson plans by providing explanations, classroom discussion techniques, and examples of students' errors or misconceptions". This explanation strengthens the evidence that textbooks are used as a source of learning in the classroom, because textbooks can interact more directly with students than their class teachers.

Textbook are considered the main resource of instructing materials where have a crucial part in integrate culture and planting educational character values in learning. However, the results of character education that are officially issued by the government are still not significant. This can be seen from the existence of materials or textbooks that do not contain much character education value. This is in line with Prisma-rani (2014) that most text books do not guarantee that text books contain standard character values even though they are presented with quality colors, images, and paper. It can be said that the implementation of character education, especially in textbooks, needs to be continuously reviewed for its suitability and availability.

There are few studies on the analysis of character formation in English textbooks, especially narrative texts. Iswara (2013) found that the textbook contained her 17 of the 18 aspects of character education. Peace, interest in reading, environmental protection, compassion, responsibility. One value not found in textbooks is an interest in reading. An interest in reading itself means gaining knowledge through extensive reading. Given the importance of this aspect, it's a shame it wasn't included in the story text.

Intani (2014) the results showed that there were some texts that were not recommended to be given to students. There are 7 character values of 18 values that could be integrated in the narrative text. The character values that suit the 7 character values proposed by the curriculum are honesty, hard work, independence, and appreciation, the value of peace, social caring, and responsibility. Teachers must carefully select teaching materials because this study found that not all texts are in accordance with the curriculum.

Each survey indicates textbooks from different publishers, including government-provided character-building values, depending on student needs, but not all values are

covered in these textbooks. This means that further research is needed. The study analyzed various English textbooks used form students to find the value of character education embedded in them, stating the need for governments to continue to apply character education practices. This is based on the “Character Education Implementation Guide” which states that character education must be implemented in schools and classrooms in a transparent, objective, honest, and sustainable manner (Kementrian Pendidikan dan Kebudayaan, 2017).

The researcher use narrative text that contained in English Textbook of Senior High School for ten and eleven grades as this object of research. English textbook that choose is official textbook of curriculum 2013 which has been developed by Kemendikbud in 2017. There are 18 the values of character education that have been determined by (Kemendiknas).

RESEARCH METHOD

In this research used a descriptive-qualitative approach to assess content. Cohen (Kurnia, 2019) explained that content material ratings are used to examine captured text, images, or symbols. Content assessment specializes in comparing and examining documents, archives, textbook, letters, videos, tapes, diaries, subjects, reports, or other records to reveal human behavior. Based on the definition before, evaluating content material is a learning tool used to evaluate documents, texts, symbols, and snapshots to determine the means or dates of your own ideas, principles, and goals. . Therefore, researchers chose textbooks for this study.

RESULT AND DISCUSSION

RESULT

1. The Character Education in Narrative Text of the English Textbooks “*Bahasa Inggris Kelas X and Bahasa Inggris Kelas XI*”.

This research discuss about the data found of analysis of character education in narrative text of the English textbooks “*Bahasa Inggris Kelas X and Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the year of 2017. There are 18 kinds of character education value which established by the Ministry of Education and Culture in the year of 2017. The 18 character education value are, Religiousness, Honesty, Tolerance, Discipline, Hard Working, Creativity, Independence, Democracy, Curiosity, Spirit of Nationality, Patriotism, Achievement Respect, Friendly/communicative, Peacefulness, Reading Interest, Environmental Care, Social Care, Responsibility. From the analysis of 4 narrative texts, there are 7 Character Education that are described by the Ministry of Education and Culture in 2017.

The analysis of 4 narrative texts was Issumboshi, Maling Kundang, Strong Wind and The Enchanted Fish. From the 18 character education values, there only 7 character education that found the English textbooks “*Bahasa Inggris Kelas X and Bahasa Inggris Kelas*

XI” published by the Ministry of Education and Culture in 2017. The character education values were: religion, honest, hard work, curious, appreciation, social care and responsibility. Meanwhile, there are eleven character education values that not found in the English textbooks. Tolerance, discipline, creativity, independence, democracy, nationalism, patriotism, friendliness/communication, love of peace, interest in reading, environmental awareness was not found.

2. The Integration technique of the Character Education Values in Narrative Text of the English Textbooks “Bahasa Inggris Kelas X and Bahasa Inggris Kelas XI”.

The Character Education in Narrative Text of the English Textbooks of Senior High School for ten and eleven grades are integrated through directly and indirectly integration. Based on the data analysis the integration of the character described clearly below:

1. Religious

This child must be a gift from God. Thanks to God!

(Rel/C12/P157)

The authors put on of religious value in the narrative text that discuss about old husband and wife who are happy because they will get a child. The author wants to convey to students to say Alhamdulillah and remember God if they are happy or sad. One of the indicators of religious value is always remembering God when we are sad or happy; for example by stating “Thank to God or Alhamdulillah”.

From the character that found above the character value explained as directly because the character of religious found as clearly in the text, from the words contain the religious that they have a faith with God.

Another character value of Religion that found in text below:

“What does she want now?” said the fish. “I am truly ashamed of my wife's greed but I can't do anything. She wants to be Lord of the sun and the moon.

(Rel/E/P119)

The authors’ present religious value in the narrative text that discuss about Wife's the fisherman never grateful for what God had given her. So we might conclude that we should always thank God for whatever we have. It represented the value of religious. Therefore, the authors want to tell the student to always grateful for what we have.

From the characters found above the character values are explained indirectly because religious characters are found using drama to represent events that contain characters. It can be seen from the text that the fish asked and the fisherman was confused about his wife's request.

2. Honesty

When Strong Wind was coming, his sister asked the girl, “Do you see him? “No,” the girl answered. “I don’t see him.”

(Ho/C14/P184)

The authors present of honest value in the narrative text that described about the girl answered Strong Wind sister's question. She was surprised because only the girl was honest that she didn't see Strong Wind which the girls who came earlier said commonly lie. The authors have informed to the students to be honest each other's. It is contains honest value because the girl telling the truth.

From the explanation of the characters found above, the characters are integrated directly because in the text the girl answered Strong Wind's sister honestly and it is clearly, it means that the meaning of the character of honesty is shown clearly from her words.

3. Hardworking

I will go to the capital to study and become a respectable person. Then I will come back.

(HW/C12/P158)

The authors present the hardworking value in narrative text that discuss about Issumboshi will go to the capital for study. The authors want to tell that the students if they want something they have to work hard to get what they want. From the text it can be concluded that it contains hardworking values, because Issumboshi practiced fencing very hard in order to be strong.

From the text above that the character value was integrated as directly, because in the text of expressing the character in the text that exist. The statement was a promise made by Issumboshi as he sought to achieve his dream. He did it himself that was the representation of hardworking value.

Another character value of hard work found can see below:

Further, Issumboshi practiced fencing very hard in order to be strong.

(HW/C12/P159)

Issumboshi practiced because he wanted to be other men; tall and masculine and married to Princess. So he should do exercises to get it. That's what you call hardworking.

From the text above that the character value was integrated as directly, because in the text of expressing the character in the text that exist very clearly. In the text represent of hardworking which the authors want to tell the student to study hard to get the best score.

The next character value of hard work in text is present below:

He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

(Hw/C13/P172)

The author demonstrates the value of hardworking in the narrative text stating: After catching fish, he would bring them to his mother or sell them in town. The author wants to convey to students that if they want something, they must work hard to get

what they want activities by her alone, suggesting that it contains hardworking values. It showed that Malin Kundan had worked hard for his life.

From the explanation of the characters found above, the character is integrated directly because from this data analysis integrated directly with the criteria of expressing the characters in the text that exist. It can be seen from the text that clearly describes the character.

Character education value of Hard Work also exists in the Enrichment chapter. The text is below:

The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish.

(Hw/E/P117)

The authors present hard work value in the narrative text that discuss about the fisherman used to go fishing every day. He went fishing every day, but he didn't catch many fish. Eventually, because of the spirit, he got a huge fish that surprised him. It was because fisherman never gave up to what he does. Therefore, based on this action the authors want to tell the student to hard work and keep spirit to get what we want.

From the explanation of the characters found above, the character is also integrated directly because from this data analysis integrated directly with the criteria of expressing the characters in the text that exist. Because his spirit to fishing every day he got the enchanted fish. It is call hardworking.

4. Curiosity

"What is his bow (6) made of?" asked Strong Wind's sister.

(Cu/C14/P185)

The authors present curios value in the narrative text that discuss about the Strong Wind's sister who wants to know the girl. The authors present curios value in the narrative text that discribed about the Strong Wind's sister who wants to know the girl. She has given the girl some question. It can be seemed from the question "What is his bow (6) made of?" asked Strong Wind's sister. After knowing that the girl was honest, she wanted to know more about the girl's honesty. So, this action showed the value of curios. Furthermore, the authors tell to the students to have high curios values that they can easily get a lot of information.

From the text above that the character value was integrated as directly, because in the text of expressing the characters in the text that exist. It can be seen the Strong Wind's sister very enthusiastic to get know the girl.

5. Appreciation

To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life.

(App/C13/P172)

The authors represented of appreciation value in the narrative text that discribed about Malin Kundang helped the merchant and he asked Malin Kundang to sail together. The authors want to tell to the students that we should appreciate the kindness of others. It can be explain that it is of appreciation value, because the merchant asked Maling Kundang to sail together after helped him.

From the text above that the character value was integrated as directly, because in the text the merchant appreciate the Maling Kundang for helped back, so it is mean of expressing the characters in the text that exist.

Another character value of Appreciation that found can seen below:

“Yes,” answered the girl. “Now, I do see him. He is very wonderful.”

(App/C14/P184)

The authors present honest value in the narrative text that discuss about the girl praise to Strong Wind. The authors present honest value in the narrative text that discuss about the girl praise to Strong Wind. This means that the girl really knew Strong Wind and she admired Strong Wind by saying wonderful which indicated that the girl appreciated Strong Wind. It is contains appreciation value because the she expressed her admiration.

From the text above that the character value was integrated as directly, because in the text show the clearly of expressing the characters in the text that exist. The girl appreciated the strong wind in the form of compliments.

6. Social care

“Is he safe? With such a small body?” Grandfather and Grandmother asked as they saw him off.

(Sc/C12/P158)

The authors present the social care value in narrative text that discuss about his grandparents were worried about Issumboshi's departure due to his abnormal body. The authors have informed the students must have social care to each other. It can be concluded that it contains socially aware value by reason of grandparents' statement represents one of the indicators of socially aware value that is carried out to others.

Based on the explication above, it can deduce that the character value was integrated as directly, because in the text of express the characters in the text as clearly.

The character value of social care also found in the text below”:

With his bravery, Malin Kundang helped the merchant defeat the pirates.

(Sc/C13/P172)

The author presents the value of social care in a narrative text that describes when Malin Kundang set sail. He saw a merchant ship being ambushed by pirates. The author implies that students must have social care for each other. Marin

Kundan, with his bravery, believes that the merchant Helped kill pirates. This plot indicates that the author wanted to present the value of social care to the reader, thus suggesting that this text contains the value of social care.

From the text above that the character value was integrated as directly. It is character shown as clearly, and he showing social care by gives a help to the merchant.

Another character value of social care also found in the text below”

Then the sister washed the girl, and all the burns went away. Her hair grew long and black again. The sister dressed the girl in fine clothes.

(Sc/C14/P1859)

The author presents the value of social care in a narrative text that speaks of the strong wing sister's interest in a girl. The author Strong presents the value of her social care in a narrative text that speaks of her concern for her wing sister girl. The girl was in bad shape after being mistreated by her two sisters. Then the sister of Strong Winds helped her and did her make-up. This action represented the values of social care because the sister helped other people who needed help. So, the authors want to tell the student to should have social care to others.

Character value was integrated directly from the text above. This is because character is represented in text. The author wants to tell the readers to care about each other.

7. Responsibility

“It would be good if you became the Princess’s man”. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

(Res/C12/P159)

The authors present of responsible value in narrative text that described about the importance of keeping promises. Princess always said that she would marry Issumboshi when he grew up. The author wants to convey that to the students should be responsible for what they have done or promised. Based on the text narrative above, it can be concluded that it contains responsible values, because "Princess asked the King to let her marry Issumboshi." and she fulfilled her promise. This is the represented of responsible value.

From the text above that the character value was integrated as directly, it is when Princess fulfilled her promise to marry with Issumboshi. So, the character in the text is clearly shown about responsibility.

The character value of responsibility also found in text below:

Then Strong Wind’s sister knew that the girl could really see him. He had let her see him because she had told the truth.

(Res/C14/P185)

The authors present responsible value in the narrative text that discuss about Strong Wind promise. It can be seen from statement "Then Strong Wind’s sister

knew that the girl could really see him. He had let her see him because she had told the truth." The authors want to tell the students they should be responsible for what they promised.

It can conclude that based on explanation above, the character value was integrated as directly, because in the text of expressing the characters in the text as clearly. So, the author invites to always be responsibility.

Character education value of responsible that found that below:

The girl's two older sisters were very angry, but Strong Wind turned them into aspen trees.

(Res/C14/P185)

It also seen statement "The girl's two older sisters were very angry, but Strong Wind turned them into aspen trees." The two sisters were jealous of the girl and wanted to hit her. But Strong Wind did not want her wife to get hurt, so he protected the girl after knowing that she was the woman he would marry. This statement demonstrated the representation of responsible value.

From this data analysis, it is integrated directly because the character value of responsibility is expressing in the narrative text clearly from the action.

B. Discussion

The main objective of this research was to describe values of the character education which are found in narrative text and the integration of the character education in narrative text of the English textbooks of Senior High School "*Bahasa Inggris Kelas X* and *Bahasa Inggris Kelas XI*. Further explanations are given below:

1. The Character Education in Narrative Text of the English Textbooks "*Bahasa Inggris Kelas X* and *Bahasa Inggris Kelas XI*".

Character education is a concerted effort to help individuals understand, think, and act on core ethical principles. Today, personality development is not only taught verbally through student activities in schools, but is also integrated into school subjects, especially textbooks (Kurnia, 2019).

In the 2013 curriculum through Strengthening Character Education (PPK), there are 18 main character education values as materials for implementing national character education based on Pancasila. These values are religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love of peace, love to read, care for the environment, care for social, and be responsible. In its implementation, character value education can be integrated into all learning in every field of study contained in the curriculum.

In English learning, religious values can be integrated by input the material studied. This integration can be given to the preliminary activities, core activities (as material enrichment) or closing activities. In this study, a religious value was found in narrative texts

where these values illustrate the importance of being grateful for all the gifts that God has given. This teaches students that they should always feel grateful. In the end, students not only benefit from learning English but can also reap the religious values contained therein.

Honesty is a character that every student must have. Honest character building needs to be done so that every student can be honest in words, actions, and daily work. Honesty can be exemplified from the narrative stories given during learning. The value of honesty contained in narrative texts in English textbooks teaches students to tell the truth that is known.

Hardworking according to Kemendiknas in 2010 is tenacious action in the face of obstacles and in completing learning tasks. The importance of hard work can affect better learning outcomes, hard work learning is also one of the student learning processes, and it can be said that hard work is an encouragement for student learning in order to get better of results in learning.

Curiosity is behavior that normally aims to find out more about what one reads, watches, and listens to. The character of curiosity is very important in the learning process that curiosity will make students active thinkers, active observers, which then motivates students to learn more deeply so that it will bring satisfaction within themselves. Thus, the curiosity found in narrative texts is to invite students to be more active in understanding further the behavior of the characters in the text.

Appreciation is a positive award aimed at someone. In the learning process, giving rewards is very important for students to trigger students to be enthusiastic in learning, for example by giving a good result of study or by giving positive feedback to students in return for what they do. Likewise from the values contained in the narrative text it was found that the researcher explained to students to give appreciation for the kindness of others to us.

Social care is behavior that appears to support other individuals who need help. This is an important value that everyone must have because in reality humans are social creatures who can never live alone. Having a social spirit and being happy to help is a universal teaching and is recommended by all religions. We can see that from the data analysis found in narrative text of the English textbook the author wanted to present a socially relevant value to the reader.

Responsibility is behavior of fulfilling our obligations and responsibilities to ourselves, society, the environment (natural, social, cultural), the nation, and Almighty God. Social care is behavior that appears to support other individuals who need help. This is an important value that everyone must have because in reality humans are social creatures who can never live alone. Having a social spirit and being happy to help is a universal teaching and is recommended by all religions. We can see that from the analysis of the data found in the narrative texts of English textbooks, the writer wants to present socially relevant values to the readers.

2. The integration of the Character Education in Narrative Text of the English Textbooks “Bahasa Inggris Kelas X and Bahasa Inggris Kelas XI”.

According to the Ministry of National Education in 2010, there are various formats or methods used in textbooks to incorporate letters into lessons. These approaches include (1) the depiction of characters in learning materials, (2) the integration of characters as an integral part of learning materials, and (3) the use of imagery and juxtaposition of similar events to the lives of students, (4) turning negatives into positives (5) telling characters through dialogue and brainstorming (6) using stories to attract characters (7) telling great life stories of men (8) singing and music (9) use drama to represent character events, (10) use various activities such as programs, training fields, etc. to bring humanity characters into community operations.

The Character Education in Narrative Text of the English Textbooks “Bahasa Inggris Kelas X and Bahasa Inggris Kelas XI” it is integrated through the direct and indirect integration of characters. Direct synthesis of letter structures aims to help learners understand letters embedded in English textbook texts, whereas indirect synthesis of letter structures identifies messages contained in English. It is intended to help learners understand the rational intentions and imagination of learners who understand textbook.

CONCLUSION

Several points that can be concluded based on the result of the analysis. First, the Character Education in Narrative Text of the English Textbooks “Bahasa Inggris Kelas X and Bahasa Inggris Kelas XI” published by the Ministry of Education and Culture in the years of 2017 contained 7 character education. Those are religion, honest, hardworking, curios, appreciation, social care and responsible. Then, some character education that did not found in Narrative Text was tolerant, discipline, creative, independences, democracy, nationalism, patriotism, friendliness/communication, peace loving, reading interest, and environmental awareness.

Second, from the chapter 12 until chapter 14 “Bahasa Inggris Kelas X” and Enrichment “Bahasa Inggris Kelas XI” the most frequently described character education was hardworking and social care. The importance of hardworking can affect better learning outcomes, hardworking learning is also one of the student learning processes, and it can be said that hardworking is an encouragement for student learning in order to get better of results in learning. Furthermore, social care is an important value that everyone must have because in reality humans are social creatures who can never live alone. Having a social spirit and being happy to help is a universal teaching and is recommended by all religions. We can see that from the data analysis found in narrative text of the English textbook the author wanted to present a socially relevant value to the reader.

Finally, the character building integration found in the narrative text consists of two integrations: Direct and indirect integration. In this study, the direct integration of character education dominates. Therefore, in this English textbook on character formation, the

authors allow learners to directly integrate and comprehend the characters embedded in the text of the English textbook.

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