Research Article

Formulation of Educational and Social Values in English Textbook 'When English Rings a Bell'

Dionisius [1],
Language Faculty and Indraprasta PGRI University
Hanna Sundari [2],
Language Faculty and Indraprasta PGRI University
e-mail: dionkste@gmail.com[1]

Abstract: The purpose of this research is to describe the educational and social values in English textbooks by analyzing the evidence from the text or scripts contained in the learning content. The data collection technique in this study used a descriptive-qualitative method, content analysis obtained from the learning content in textbooks in the form of text. To analyze the value of education, the writer used the theory from Elmubarok. Meanwhile, to analyze social values, the writer used the theory from Zubaedi. After calculating, calculating, and analyzing the contents of the textbook, the writer found that the values of education appeared 30 times. The value of honesty appeared 1 time (3.33%), the value of self-discipline appeared 1 time (3.33%), the value of respect appeared 1 time (3.33%), the value of not selfishness appeared 1 time (3.33%), the value of love/affection appeared 8 times (26.67%), and the value of kind and friendly appeared 18 times (60.00%). Meanwhile, social values appeared 137 times. The value of discipline appeared 1 time (0.73%), the value of helping each other appeared 58 times (42.34%), and the value of caring appeared 78 times (56.93%). This implies that the educational and social values contained in English textbooks have a significant influence in order to build the character of students evenly so that they have the criteria as a 'Pancasila student profile'.

Key Words: Education; social; values; textbook

Introduction

In a period of more than two years and six months, the COVID-19 pandemic has become a kind of part of the life of the general public. Humans become a kind of sharing space and place with the virus. However, it is undeniable that the presence of COVID-19 has had a negative impact on various sectors or lines of life, including in the world of education in the archipelago. According to the Directorate of Junior High Schools, there are 3 potential negative social impacts of the COVID-19 pandemic for students that must be watched out for. The three impacts are dropping out of school, decreasing learning achievement, as well as violence against children and external risks. Of the three potential negative social impacts, the author wants to highlight the impact of decreasing learning achievement. The thing that is of concern to various educational actors is the existence of learning loss. Recent studies have found that offline or face-to-face learning results in better academic achievement than online or face-to-face learning. In order to overcome the widening of the learning loss gap, the government is trying to hold limited face-to-face learning in accordance with "the directives of the Ministerial Decree concerning Guidelines for the Implementation of Face-to-Face Learning in the COVID-19 Pandemic Period".

Now in the period of self-recovery from the impact of COVID-19 that is spreading in Indonesia, the government in this case the ministry of education and culture encourages every school throughout the country to hold 100% offline learning. Of course, this 100% face-to-face offline learning must be accompanied by strict self-discipline in the process. Within a period of two years and six months, learning conditions have changed including changes in curriculum, changes in learning approaches and methods, the use of learning

media, and the use of online media. During the pandemic, educators have gotten used to using technology, educators must be able to use online media in teaching. It can be said that educators are currently able to explore learning to the fullest and try to provide lessons in accordance with the minimum completeness that will be achieved in accordance with the standards used by the education unit. Educators already have good experience in providing online and offline learning methods or both methods (blended learning). Meanwhile, regarding the curriculum, the government gives freedom to educational institutions to choose the curriculum. Starting in 2022, the national curriculum has three curriculum options that can be chosen by education units for learning recovery during the COVID-19 pandemic. The three options are the 2013 Curriculum, the Emergency Curriculum (simplified 2013 Curriculum), and the Independent Curriculum. This of course also has a significant impact on the learning process.

Based on the HDI (Human Development Index) - UNDP (United Nations Development Program) 2020 report, the level of progress in the field of human development, Indonesia is ranked 107 out of 189 countries. Compared to other countries in the Southeast Asian region, Indonesia ranks fifth. The concepts used to determine HDI are aspects of age, education, and economy. In this position, it is clear that there is a low value of quality education for Indonesia. The quality of education created in 2020 cannot be separated from the negative effects of the COVID-19 pandemic in the world of education.

In addition to the COVID-19 pandemic, the world of education has actually undergone many changes with the globalization era. As is well known that human life in the 21st century undergoes significant changes. The most significant changes in the world of education are felt by the presence of computer technology and science. That's why a new demand appears in the era of globalization, namely asking for quality human resources, which are produced by professionally managed educational institutions or institutions so as to produce superior human beings. One of the most prominent characteristics of the 21st century is the increasingly intertwined world of science and computer technology, so that synergies between them become faster. In the context of the use of computer technology in education, it has been proven that there is an exchange of information and communication that is so easily obtained in a matter of seconds. Whatever you want to know can be directly obtained with one click on the google search engine. Of course, this has a good and bad impact on the development of students.

The convenience and practicality offered by the world in this era of globalization are very vulnerable to changes in culture, behavior, and value systems in the life of the nation and state. Therefore, values in the world of education, especially social values and educational values, exist as guidelines for the community to be able to maintain existing values. These values will then become a filter for all values from outside that are contrary to the culture of the community. This is also included in the context of learning foreign languages, which of course will give its own color in the world of education. Based on the views above, it can be seen that the study of values, especially social values and educational values, is important, because basically humans will continue to develop in an increasingly complex direction. In addition, these values will always be an interesting topic of discussion because these values are basically guidelines for humans to achieve a harmonious life.

In fact, the younger generation in Indonesia is still unable to understand the value of education and social values in the educational process. This is evidenced by the prevalence of juvenile delinquency cases currently appearing in the news or newspapers. For example, in the case where "the police arrested 15 students who intercepted and cut open an open truck in Tangerang" which occurred on October 13, 2022 in the city of Tangerang, Banten. Another example is the case of "a group of teenagers with sharp weapons secured by the police" which occurred on 22 September 2022 in Batu Bara, North Sumatra.

In connection with the two news, it can be said that the educational and social values received in school are not applied properly. Students' understanding of the value of content is still poor. Students have not been able to integrate values, especially educational values and social values taught in schools, including those contained in textbooks into people's lives. What they know can't be translated into real action. If students have a good understanding, then the actions in the news above will not occur.

Humans are social creatures who cannot live without community. Humans always need each other in the context of living together as social beings. In coexistence with other humans, of course, there are social values contained in society or community. Social values will always be relevant guidelines for humans to live together in society.

The social values inherent in living together are always present and present as colors that give meaning to human life. Social values become a guide for young people to learn how-to-live in society. Social values are always present as a reminder for adult humans who may begin to experience fading in appreciation. Both young and adult humans are always in the process of integrating themselves so that they are in harmony with the content of social values in building an ideal society.

There are so many social values that exist in society. For example, we simply recognize some of the content of social values such as honesty, responsibility, and tolerance. All these values are always attempted to be applied in the context of living together. Humans are taught to tell the truth and avoid lies. Humans learn how to live in a society that requires the responsibility of all members to realize justice and security that can be enjoyed together. Humans are also faced with the fact that they are unique and not the same as each other, there is always diversity in social life, so they try to apply an attitude of tolerance to each other.

Social values are not only conveyed, but also studied, understood, and applied in society. However, in the context of education, social values are also conveyed to strengthen the human person as expected in society. The contents of social values such as honesty, responsibility, and tolerance are also conveyed by educators to students in each lesson. Be it intra-curricular or extra-curricular learning. The goal is of course so that young people are always reminded of the importance of social values and are able to integrate them in living together wherever it is.

Education is so important for our nation Indonesia. Education is the main pillar in order to build intelligent people who are ready to advance and raise the standard of living of the Indonesian people in the eyes of the world. Because education is so important for every human being, our country also makes education as a tool to achieve the goals of this country. One of the goals of the Indonesian state as stated in the fourth paragraph of the Preamble to the 1945 Constitution is "to educate the life of the nation". And how to educate the nation's life can be reached by education, be it formal or non-formal education.

The value of education delivered in schools of course there are so many. For example, the basic values that are always conveyed in the world of education are discipline, respect, and care. Everyone as a school citizen is certainly invited to practice self-discipline. Discipline in terms of time, for example, is a value that must be lived every day. Not only for students, but also as educators must apply these values. Then the value of respect, in every learning both in the classroom and outside the classroom, educators of course always remind students to always respect peers, teachers, employees, security guards, and so on. Respect other human beings as fellow creatures of God who have the same dignity and degree. Finally, regarding the value of caring, every individual is certainly directed to this value. Caring does not only stop at sympathy, but furthermore to dare to do good to others who suffer as a form of caring. Of course, every school always applies this value, for example when social service activities are held for others who need help.

The value of education received by students in school must be brought into the context of social life. This value needs to be realized in social life, both in the family and in social life. Because this value is very relevant in building a safe, comfortable and prosperous social life. There are functions and benefits that can be accepted as something good in its application.

The two values contained in education, namely educational values and social values are conveyed in schools through language. Language, which is a product of human intelligence, is a way of communicating. Communication is actually used to gain understanding with each other, exchange information, and reduce misunderstandings. Language is also used in the context of education to convey educational values and social values in order to build, shape human character so that it cannot be separated from virtue as social beings. Both Indonesian, regional languages (Javanese, Sundanese, etc.), and English given by the Education Unit Institutions to students always carry content that has dimensions of educational value and social value.

Talking about education, we recognize the existence of formal and informal education. Both in formal and informal education there are always teaching and learning activities or let's call it "mutual learning" between educators and students. In this activity, of course, there is a content of educational values and social values which are always conveyed as a way of strengthening character. To support these activities, in every school educator should prepare tools and materials as well as facilities in the mutual learning process. One of them, as is well known, is a textbook. Textbooks used by schools must comply with applicable curriculum

standards. And as previously discussed, the current curriculum applied in Indonesia has 3 kinds of alternative choices, namely the 2013 curriculum, the emergency curriculum, and the independent curriculum. So, the book presented must be in accordance with one form of the curriculum.

Education in Indonesia must lead to a deepening of educational and social values so that young people do not get carried away in the current of globalization which tends to easily get all kinds of information but is poor in meaning and meaning. Educational and social values can be present to control the behavior of students. This is something that is fundamental so that students do not get trapped and drift away until they lose their identity as Indonesians. So educational and social values can help students in building strong characters as citizens who have a sense of nationalism in their hearts and are not easily eroded by the currents of globalization that fade identity.

In law number 20 of 2003 concerning the national education system, Article 3 concerning the goals of national education states that the noble goal of education is to develop the potential of students to become individuals who are faithful and pious, have morals, are knowledgeable, capable, creative, and responsible individuals, etc. So the direction of education must lead to these things. It must also be seen that the content of these values in the book is provided as a guide for students. Textbooks that serve as guidelines for each student need to be looked at, and seen, whether they already have these values in the content presented.

In previous research, there had never been research that discussed the content of educational values and social values in an English education textbook. Even if there is, the research is carried out at a higher level, namely SMA. Meanwhile, research on English textbooks at the junior high school level has never been carried out. With this, research was carried out on textbooks to see the content of educational values and social values.

Method

According to Arifin (2012: 2) research is a process of scientific investigation through the collection, processing, analysis, and conclusion of data based on certain approaches, methods, and techniques to answer a problem. In another sense, it was stated that the research method was basically a scientific way to obtain data with specific purposes and uses. Based on this, there were four keywords that need attention, namely, the scientific method, data, purpose, and usability. This research was qualitative research. In this type of research, the writer collected, classified, analyzed, and drew conclusions based on data analysis without making generalizations. Creswell (2009: 4) stated that qualitative research is research to investigate and understand the meaning assumed by individuals or groups as social or human problems. Used to understand and know why and how a social phenomenon occurs.

The research design was a content analysis method. According to Cohen (2007: 475) content analysis is the process of summarizing and reporting written data in the form of the main content of the data and its messages. Here, content analysis reduced and described data into summary form through the use of emerging categories and themes to generate or test a theory. As such, it employed a form of analysis that was systematic, replicable, observable, and governed by a theory-dependent system of rules for the application of the category.

There were two focuses of the research: 1) Educational values contained in grade 8 junior high school textbooks published by the Ministry of Education and Culture; 2) Social values contained in grade 8 junior high school textbooks published by the Ministry of Education and Culture.

Therefore, the author analyzed the educational and social values contained in grade 8 junior high school textbooks. The author believed that, in textbooks there were various values that are contained and want to be conveyed in an educational context to educate the nation's next generation.

Research instruments in a study are crucial, so it is very important to determine the research instruments in this study. Ary (2010: 435) said that qualitative research can also use written documents to understand the phenomenon under study. In this study, the authors used observations to summarize and report written data in the form of the main contents of the data and messages contained in grade 8 English textbooks.

In this study, the instruments used by the author were educational values and social values. Humans are judged based on their character to be seen and even judged by society whether they are civilized humans or not, good humans or not, and so on. In simple terms, the human character is formed in the educational process that goes through at school. And in every school, there should be adequate grades so that they can form civilized, moral, and kind human beings. Then the values that must be presented include educational

values and social values. According to Elmubarok (2008: 12) the value of education is divided into two groups of values of being which consist of: honesty, never giving up, purity, confidence, peace, courage; and the values of giving which consist of: loyalty, respect, love and compassion, kind and friendly, not selfish.

According to Zubaedi (2006: 13) social values are divided into three categories, namely love, responsibility, and harmony of life. First, love which consists of: devotion, mutual help, kinship, loyalty, and caring. Second, responsibility which consists of: ownership, discipline, and empathy. Third, the harmony of life which consists of: justice, tolerance, cooperation, and democracy.

According to Sutopo (2002: 58), data sources in qualitative research are very diverse, such as people, events, locations, objects, documents, or archives. Data sources are collected in a certain way, processed, and then produced to create information that is transparent and easy to understand. Data sources are an important component of any research project. It contains evidence and clues that can help the author solve research-related problems. The place from where the data is collected is the data source.

Data collection techniques allow the writer to systematically collect information about the object of research. In collecting data, the writer must be systematic. Creswell (2014: 239) said, "The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well establishing the protocol for recording information". Meanwhile, Cohen, et al. (2007: 97) stated, "There are several instruments for data collection: questionnaires, semi-structured interviews (individual and group), observational data and documentary data." Based on these two definitions, the authors strive to obtain relevant information based on their research findings when using data collection techniques. The author must also mention the sources that have been selected for the planned research and specify the type of information to be collected. Because this research is about material in English textbooks, the authors use at least two data collection techniques, namely document review and observation.

Results and Discussion

Results

After getting all data, the writer will visualize the numbers of kind of educational values and social values on the table and diagram so it will be easier to be read. Then the writer can analyze what kind of educational values and social values that contained in English textbook. The description of the total number and the percentage of kind of educational values and social values can be seen in the tables below:

Table 1 Educational Values Research Results: Percentage

No	Kind of Educational Values	Frequency	Percentage
	Educational Values		
1	Honesty	1	3,33
2	Self-discipline	1	3,33
3	Respect	1	3,33
4	Love/affection	8	26,67
5	Kind and friendly	18	60,00
6	Not selfishness	1	3,33
	Total	30	100,00

From the 'table 1 Educational Values Research Result Percentage' above, it can be seen that the results that are superior to the types of educational values contained in the Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017 are 'kind and friendly' as much as 60.00% of their appearance in textbook, followed by the 'love/affection' value of 26.67% the frequency of its appearance, and finally there are several

values that have the same percentage of 3.33%, namely the values of 'honesty', 'self-discipline', 'respect', and ' not selfishness'.

Table 2 Social Values Research Results: Percentage

	Social Values		
No	**Kind of Educational Values**	**Frequency**	**Percentage**
1	Helping each other	58	42,34
2	Caring	78	56,93
3	Discipline	1	0,73
	Total	137	100,00

From the 'table 2 Social Values Research Results Percentage' above it can be seen that the results that are superior to the types of social values contained in the Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017 are 'caring' as much as 56.93% of its appearance in textbooks, in followed by the value 'helping each other' of 42.34% the frequency of its appearance, and lastly is the value of 'discipline' which has a percentage of occurrence of 0.73%.

Discussion

The result of this research contained educational and social values in the Junior High School English Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017. Nasir (2000: 73) stated that: "Values are something that is considered valuable in human life, which affects the attitude of life". Value is something that has meaning and value (useful, and has use value) for human life. This value also helps humans in determining which attitude to take in their life. This reminds actors in the world of education that "value" is a fundamental thing that needs to exist and be conveyed in the education process. Furthermore, Adisusilo (2013: 56) said that: "Value as the quality of something that makes it liked, desired, pursued, valued, useful and can make people who live it with dignity". So, in value education it must be able to manifest itself and achieve fulfillment with good quality, even very good.

Value is a potential that will be achieved by a human being. Latif (2009: 69) said: "Value is the potential for self to become real, this potential is for example the ability to be rational, moral, seek enlightenment and enlightenment of reason". Here it is increasingly clear, that the value is basically a potential that is already attached to the individual. This value, it was only a matter of time, to hack and hatch to reveal itself to the world. Values in time will be present in the form of human thought. Values can also be present in the form of moral behavior. Value is something that is core, fundamental, basic, absolutely must exist and must be conveyed to the main target in education, namely students.

Data interpretation is the process of making sense out of collection of data that has been processed. The interpretation of the data is also the answer to the problem research. Here, the data explanations and interpretations of the research was collected from texts or materials in English Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017. The texts or materials that have been processed were grouped according to the focus of the variable. The focus of the variable is the educational values and social values in English Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017. The following is the interpretation of the data as the answer to the research problems.

The Educational Values in English Textbook

Elmubarok (2008: 12) said: "Educational values can not only be found in academic processing but can also be found in any experience". The value of education is not only found in the classroom atmosphere where there are teachers and students who are doing certain learning. However, everything, every activity, and every activity can be loaded with educational value in it. In English textbooks there are various kinds of activities that can be done in the learning process. These activities include discussions, questions and answers, presentations, singing songs, and so on. That is, the value of education contained in this English textbook is in accordance with what Elmubarok said, that the value of education is found in various activities. To describe

more clearly, the author will provide an adequate description of the findings through an explanation of each table.

From the 'table 1 Educational Values Research Result Percentage' above, it can be seen that the results that are superior to the types of educational values contained in the Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017 are 'kind and friendly' as much as 60.00% of their appearance in textbook, followed by the 'love/affection' value of 26.67% the frequency of its appearance, and finally there are several values that have the same percentage of 3.33%, namely the values of 'honesty', 'self-discipline', 'respect', and ' not selfishness'.

To further compare the frequency of the appearance of Education values in the Grade 8 Textbooks "When English Rings a Bell" Revised Edition in 2017, this can be illustrated through in the 'Picture 1 Educational Values Research Pie Chart'.

From the pie chart above it can be seen clearly the comparison between the six Education Values and the percentages shown. It is known that the educational value of 'kind and friendly' is 60.00% of the frequency of its appearance in Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017, superior to the value of 'love/affection' of 26.67%. frequency of appearance, and four other values namely 'honesty', 'self-discipline', 'respect', and 'not selfishness' which have the same percentage of 3.33%.

Seshadri (2005: 12) states that: "Educational values involve developing sensitivity to the good, the right and the beautiful, the ability to choose the right values in accordance with the thought and action". In education, one of them is value education, and in the end every student will be able to pocket the educational values that have been embodied in education. In the context of this Grade 8 English Education textbook, students are directed to develop the values of 'kind and friendly', 'honesty', 'self-discipline', 'respect', and 'not selfishness'. By accepting and exploring, and living these values, students are expected to be able to choose what is good, choose what is right, and fight for what is beautiful.

Good habituation of educational values must be carried out continuously. This is to form the "habitus" of students to be able to choose what is good, what is right, and what is beautiful. The new habitus possessed by students is able to have a positive impact in building national character. According to Said and Muslimah (2021: 7-15) "Educational values are useful things in an effort to provide changes to better attitudes and behavior". The educational value obtained by students has the power to change someone from bad to good, from good to better. This is a positive thing that the value of education has the effect of changing a person's attitude to get the title of "Pancasila student profile".

The value of education is something that has benefits or uses for humans who get it because it has the power to change someone from previously bad to good. Educational Values also have a function to develop the personality of each individual in school. The direction of self and personality development covers the intellectual, social, emotional, aesthetic, moral and spiritual domains.

The Social Values in English Textbook

In essence, humans are creatures that always live in a community group. In living together in society, humans show the same pattern of behavior. Bacanli (2011: 19) said: "People in a society show similar preferences and behavior". People in a particular society who live together show a pattern of behavior that is similar or similar to one another. When linked in the context of education, schools are also part of society at large. So, in schools it is also good to convey social values, because students will later be released into social life after they are declared mature and mature and ready to enter society.

In order to prepare students to be part of the world of society wherever they live, of course this must be prepared. So education in schools must ensure that social values are conveyed properly. Because social value is one of the benchmarks in assessing one's actions in society. Everything is seen in the context of living together. Farhan (2020: 22) said that: "Social value is a value that weighs the pros and cons of an action, and the appropriateness of an action by society". Social value is used to weigh the pros and cons of an action carried out by humans. Both the actions that have been taken and the actions that will be taken. Each action will be seen whether the action is appropriate to be accepted or not by society. So, educational actors, in this case

specifically educators, need to ensure that there are social values contained in the learning process, either through the actions and words of a teacher, or through a textbook prepared as a guide in learning. Specifically, the content of social values in the grade 8 English textbook can be seen in the table that has been presented, and the following is an explanation and explanation of the social values found.

From the 'table 2 Social Values Research Results Percentage' above it can be seen that the results that are superior to the types of social values contained in the Textbooks Grade 8 "When English Rings a Bell" Revised Edition in 2017 are 'caring' as much as 56.93% of its appearance in textbooks, in followed by the value 'helping each other' of 42.34% the frequency of its appearance, and lastly is the value of 'discipline' which has a percentage of occurrence of 0.73%.

According to Nopitasari (2020: 10) "Social value is the quality of behavior, thought and character that is considered by society to be good and right, the results are desirable and worthy of being imitated by others". Social value is the quality of an action (behavior), not the quantity or number of actions taken by someone. And, what a person does is the result of his thoughts. In this study, the social values found were 'caring', 'helping each other' and 'discipline'. These three values are the starting point for building the 'mind' of students. If students are trained to have views and thoughts about the values of 'caring', 'helping each other' and 'discipline' within themselves, then this can manifest in their actions. They are in activities at school as part of a small community, able to show various kinds of actions based on the values of 'caring', 'helping each other' and 'discipline'.

For more on the comparison of the frequency of appearance of social values in the Grade 8 Textbooks "When English Rings a Bell" Revised Edition in 2017 can be illustrated through the Pie chart. From 'Picture 2 Social Values Research Results Pie Chart' above it can be seen clearly the comparison between the three social values and the percentages shown. It is known that the social value is 'caring' as much as 56.93% of its appearance in Grade 8 textbooks "When English Rings a Bell" Revised Edition in 2017, superior to the value of 'helping each other' which is 42.34% of the frequency of its appearance, and lastly is the value of 'discipline' which has an occurrence percentage of 0.73%.

Rostama (2013: 12) stated that: "Social value is a value that can be drawn from all behavior and attitudes of a person in dealing with all events that have a connection or relationship with the environment or with the social community." Social values is the essence of all actions, attitudes, a human being. Something that is visible when seen from the way a person acts in dealing with an incident. If you look at the distribution of social values in the English language package, the values of 'caring', and 'helping each other' other' is what is to be built and used as a benchmark for behavior. Each student will always hear, and receive, and process this value from every activity contained in each chapter. This becomes a habit that is built together in a small community, "school '. This is also the same as stated by Aisah (2015: 8) regarding the function of social values "Broadly speaking, we know that social values have three functions, namely as a guide and unifier, a fortress of protection and encouragement". Because it is carried out continuously and continuously, the social values that are built become a compass for students in thinking, speaking and acting. Furthermore, this social value also protects the interests of students in the school context and becomes a driving force or incentive to do good to others.

Conclusions

After analyzing the educational and social values in the English textbook "When English Rings a Bell", the authors found 30 points for educational values and 137 points for social values. This research is not the first research that focuses on the analysis of educational values and social values. There have been several similar studies that have been done before. Several previous studies have been used by the authors to compare and find an update in similar studies

From the results of the analysis above, the authors found 30 points in the educational value analysis. By using the theory of educational value from Elmubarok to analyze, there are two main categories including 'value of being' and 'value of giving'. The 'value of being' is divided into six sub-values namely honesty, self-discipline, purity, confidence, peace, and brave. Meanwhile, the 'value of giving' is divided into five sub-values, namely loyalty, respect, love and affection, kind and friendly, and not selfishness. For the 'value of being' category, the value that appears is honesty once. Then the value of self-discipline also appears 1 time.

Meanwhile, the values of purity, confidence, peace, and brave are not found in the Grade 8 English textbook. For the 'value of giving' category, the values that appear most frequently or are found are kind and friendly 18 times. Then followed by the value of love/affection found 8 times. Meanwhile, the value of respect and the value of not selfishness were found 1 time each. Whereas the loyalty value is not found in the Grade 8 English textbook.

For social value analysis, the writer found 137 points that emerged by using social value theory from Zubaedi to analyze. Social values consist of three categories, firstly loves or affection includes devotion, helping each other, kinship loyalty, and caring. Second, responsibility includes the self of belonging, discipline, and empathy. Thirdly, the harmony of life includes the values of justice, tolerance, cooperation, and democracy. For the category of 'loves or affection', the value that appears or is found most often is caring as much as 78 times. Then followed by the value of helping each other which was found 58 times. Whereas the values of devotion, kinship, and loyalty are not found in the Grade 8 English textbook. For the category of 'responsibility', the value of discipline is found once. Meanwhile for the value of self or belonging, and the value of empathy was not found. For the category of 'the harmony of life', values such as the values of justice, tolerance, cooperation, and democracy are not found in the Grade 8 English textbook.

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