

e-ISSN 2615-4943
p-ISSN 2615-4935
Volume 1 Issue 1 March 2018

INFERENCE
Journal of English Language Teaching



Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Pancasila PGRI

Vol. 7, Issue 3,
December 2024-March 2025
p-ISSN: 2615-8671
e-ISSN: 2615-868X

Received: 2-03-2025
Revised: 23-06-2025
Accepted: 23-06-2025

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Handling Editor:
Shinta Deewi

DOI:
10.30998/inference.v7i3.28259

Published by:
Universitas Indraprasta PGRI



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RESEARCH ARTICLE

Critical Analysis of Humanity and Character Education Values in EFL Textbooks for Grade Ninth Students

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Abstract: This study focuses on analyzing the representation of humanity and character education values through the concept of Think Globally, Act Locally applied both in content and pedagogical approaches. The subjects of this research are *Think Globally, Act Locally* and *English for Nusantara* textbooks used as student guides. The study analyzes the implementation of *Think Globally, Act Locally* concept in both content and pedagogy and evaluates its impact on students. It used a qualitative approach through critical analysis and the findings revealed humanistic values such as truth, peace, responsibility, love, and non-violence, meanwhile character education values include religious, nationalism, appreciation, independence, and cooperation. The findings show that both *Think Globally, Act Locally* textbook and *English for Nusantara* textbooks respectively cover: 1) the Value of Humanity appears 38 times and 10 times, 2) the Character Education Values appears 23 times and 9 times, and 3) The Concept of Pedagogical Approach appears 25 times and 50 times.

Keywords: Critical; EFL Textbooks; Humanity Value; Character Education.

Analisis Kritis Nilai Kemanusiaan dan Pendidikan Karakter pada Buku Ajar Bahasa Inggris Siswa Kelas IX

Abstrak: Penelitian ini berfokus pada analisis representasi nilai-nilai kemanusiaan dan pendidikan karakter melalui konsep Berpikir Global, Bertindak Lokal yang diterapkan baik dalam pendekatan konten maupun pedagogis. Subjek penelitian ini adalah buku teks *Think Globally, Act Locally* dan buku teks *English for Nusantara* yang digunakan sebagai panduan siswa. Penelitian ini menganalisis implementasi konsep Berpikir Global, Bertindak Lokal baik dalam konten maupun pedagogi dan mengevaluasi dampaknya terhadap siswa. Dengan menggunakan pendekatan kualitatif melalui analisis kritis, temuan penelitian mengungkapkan nilai-nilai humanistik seperti kebenaran, kedamaian, tanggung jawab, cinta, dan anti kekerasan, sementara nilai-nilai pendidikan karakter meliputi religius, nasionalisme, penghargaan, kemandirian, dan kerja sama. Hasil penelitian menunjukkan bahwa buku teks *Think Globally, Act Locally* dan buku teks *English for Nusantara* masing-masing mencakup: 1) Nilai Kemanusiaan muncul sebanyak 38 kali dan 10 kali, 2) Nilai Pendidikan Karakter muncul sebanyak 23 kali dan 9 kali, dan 3) Konsep Pendekatan Pedagogis muncul sebanyak 25 kali dan 50 kali.

Kata kunci: Kritis; Buku Ajar Bahasa Inggris; Nilai Kemanusiaan; Pendidikan Karakter.

Introduction

Education is a valuable resource that can even be the best investment to support the progress of one's life and shape the future of the country. Education provides an opportunity for man to realize his potential and develop his character and personality. Education includes the teaching of special skills including something that can not be seen but is more profound, namely the provision of knowledge, judgment, and wisdom (Pristiwanti, et al., 2022). Education has a wide scope so if we talk about it will never end because there are some interesting things in it, such as one example is about character education. As we know Character Education is important to be included in education. Character education in Indonesia comes from the community obtained through the family environment, educational environment, and living environment, and character formation continues to be carried out in schools through teaching and learning activities and school culture (Azhar, 2020).

According to Ningsih et al., (2019), the Indonesian education system is currently undergoing curriculum adjustments to prioritize character education and instill human values in students. One of the applications is to include it in the textbooks studied so that the preparation is expected to involve character education. The textbooks entitled English: *Think Globally Act Locally* and *English for Nusantara* for ninth graders seem to involve character education in their preparation.

There are several studies on analysis in student textbooks. For example, a study entitled "Analysis of The Value of Character Education in Thematic Books 4th Grade Students Curriculum 2013". According to the findings, half of the fourth graders have already loaded the character values developed in the 2013 curriculum. The most common type of character is a person who values friendship, communication and reading. While the spirit of nationality has the lowest character value found. "Character Education in English Package Book for Islamic Junior High School Students" is another example. The findings reveal various English expressions related to Islamic character values that have a long-term and sustainable impact as a reference for the formation of English teacher characters in generating additional English resources for Islamic junior high school students.

The background stated above makes researchers interested in conducting research entitled "A Critical Analysis of Humanity and Character Education Values in EFL textbooks: *Think Globally Act Locally* and *English for Nusantara*" to compare and analyze more deeply the representation of human values based on the theory of Art-Ong (2008) and educational values character based on English textbooks (Ministry of Education and culture, 2010. Then the next formulation of the problem is how the concept of "*Think Globally, Act Locally*" is reflected in the pedagogical approach and the potential impact of humanity values and character education on the application of global and local issues.

According to Fadilah (2021), character education is a perfect complement to the academic spirit, parental involvement in schools is also included as a proposition for students, parents, schools, and communities to play a role in effective education to advance education and development. The character also includes various aspects. Education plays a role in supporting the formation of this character. Education without morals and morals without education will lead to gaps such as a lack of decency in conveying knowledge. Setiawati (2020) explains that character education can be understood as a specific approach to moral education or values and is consistently linked to citizenship education is ultimately about who we are and who we become, good or bad, and it is formed by a set of interrelated personal values, which usually guide behavior us, but these values are not fixed sets that are easily measurable or unmodifiable.

Moreover, the textbook is a medium commonly used in the learning process that contains images, dialogues, materials, tasks, and others to guide students in learning. Using textbooks helps the teacher lead the class in delivering material and organizing students in an orderly manner. In researching textbooks, researchers often use criteria unrelated to the current teaching situation but related to broader

social or cultural issues involved in the language acquisition process (Mulya, et al., 2015). English textbook: *Think Globally Act Locally* on curriculum 2013 for ninth grade English and *English for Nusantara* on the independent curriculum for ninth grade both released on the copyright of the Ministry of Education and culture which is expected to make it easier for students to grasp the meaning contained in a text and present information, ideas, thoughts, and feelings.

The current study aims to explore three elements of Value of Humanity, Character Education Values, and Pedagogical Approach which appear in both *Think Globally, Act Locally* textbook and *English for Nusantara* textbooks.

Research Method

The research design is qualitative descriptive using discourse analysis to investigate textual and visual elements. The main subject used is EFL textbook documents entitled *Think Globally Act Locally* Dalam Bahasa Inggris Kurikulum 2013 Siswa Kelas Sembilan and *English for Nusantara* on the independent curriculum for ninth grade. The data collection method uses critical analysis methods to assess the elements of the Value of Humanity, Character Education Values, and Pedagogical Approach. This method is adapted from Chabalengula et al. (1993) with section analysis including complete paragraphs, questions, figures, tables and their descriptions, as well as descriptions of activities. Documentation analysis was used to obtain data from EFL textbooks.

Data Triangulation is applied according to Miles & Huberman's analysis model. The data triangulation method consists of three stages, namely data reduction, data presentation, and verification (Miles & Huberman, 1992 in Rijali, 2019). In the reduction stage, data were obtained from aspects contained in the selected EFL textbook so that the main data were obtained. Primary Data are then presented descriptively following the focus of the study. Based on Sumarwati, et al. (2021), descriptive is prepared to answer problems in research, until it reaches the final stage, namely verification, which concludes the results obtained.

Results and Discussion

The Results and Discussion section of a research article presents the findings of the study and provides an interpretation and analysis of those findings. In this section, authors typically start by presenting the results of their data analysis, including any statistical tests or analyses conducted. This may involve summarizing key findings, presenting tables or figures, and reporting statistical measures such as means, standard deviations, or p-values. Following the presentation of results, authors then proceed to discuss the implications of their findings in relation to the research objectives, hypotheses, and existing literature.

They may highlight patterns, trends, or relationships observed in the data, compare their findings to previous studies, and offer explanations or interpretations for any unexpected or interesting results. Additionally, authors may discuss the limitations of their study and suggest directions for future research. Overall, the Results and Discussion section synthesizes the empirical findings of the study with relevant theoretical frameworks and scholarly discourse to provide a comprehensive understanding of the research outcomes.

Table 1 Data Findings Represented Humanity Values

Values	Number		Representation Analysis
	<i>Think Globally, Act Locally</i>	<i>English for Nusantara</i>	
Truth	10	1	Reinforce truth values by emphasizing the importance of honesty.

Values	Number		Representation Analysis
	<i>Think Globally, Act Locally</i>	<i>English for Nusantara</i>	
Peace	8	3	Directs that peace is an attitude that must be established through acts of mutual respect.
Responsibility	3	1	Include attitudes and actions such as justice and honesty.
Love	7	3	Helps in developing empathy for others.
Non-violence	10	2	Teaches that violence is not a solution, thus encouraging acts of patience and tolerance.
Total	38	10	48

1. The Value of " Truth"

This textbook reinforces the value of truth by emphasizing the importance of honesty in stories and activities so that students not only learn the concept but also reflect on it in a broader social context where the use of real stories reinforces the relevance of the value.

2. The Value of "Peace"

The value of peace is packaged through collaborative tasks and dialogues that encourage students to seek solutions without conflict. This approach reinforces the understanding that peace is an attitude that must be built through small actions and mutual respect.

3. The Value of "Responsibility"

Textbooks lead students to understand that good can be realized in simple actions. Assigned tasks or projects, such as doing good in a school setting, allow students to practice virtue or take direct responsibility.

4. The Value of "Love"

This textbook reinforces the value of compassion by facilitating discussions and activities that allow students to express compassion in an intimate setting. It also helps in developing empathy and emotional connection among students.

5. The Value of "Non-violence"

The representation of nonviolent values in this EFL textbook teaches students that violence is not a solution and that there are better ways to solve problems. This approach encourages patience and tolerance, providing a foundation for students to practice nonviolence in everyday life.

Table 2 Data Findings Represented Character Education Values

Values	Number		Representation Analysis
	<i>Think Globally, Act Locally</i>	<i>English for Nusantara</i>	
Religious	4	2	Convey the importance of respecting differences in religious beliefs and the development of spiritual attitudes in everyday life.
Nationalist	1	-	Encourages the love of the homeland to recognize and appreciate its national identity.
Appreciation	7	3	Cultivate respect, gratitude, and a positive attitude towards things.
Independence	9	2	It motivates try to develop self-confidence.
Cooperation	2	2	Emphasizes the importance of cooperation in fostering a sense of solidarity and togetherness.
Total	23	9	32

1. The Value of “Religious”

This textbook reinforces religious values by conveying the importance of respecting differences in faith and spirituality, helping students develop a sense of tolerance. Reflective activities such as sharing personal experiences reinforce students' understanding of religious values as part of social ethics.

2. The Value of “Nationalism”

These nationalist values encourage a sense of love for the homeland in students. Through activities such as writing stories about local heroes or creating cultural projects, students are encouraged to recognize and appreciate their national identity as well as understand their position in a global context.

3. The Value of “Appreciation”

Appreciation in character education refers to recognizing and appreciating the value of others, their efforts, and their contributions. It fosters respect, gratitude, and a positive attitude toward the individual and collective well-being of society.

4. The Value of “Independence”

The value of independence is reinforced by things that motivate students to try themselves. This approach helps develop self-confidence in students, showing that independence is an important skill for future success.

5. The Value of “Cooperation”

The value of cooperation in the textbook emphasizes the importance of cooperation and mutual support. Group activities allow students to understand that success can be better achieved through cooperation, which favours a sense of solidarity and togetherness.

Table 2 Data Findings The Concept of Pedagogical Approach

Concept	Number		Pedagogical Approach
	<i>Think Globally, Act Locally</i>	<i>English for Nusantara</i>	
Global Social Issues	1	5	Problem-based Learning
Environmental Awareness	4	1	Project-based Learning
Cultural Diversity and Equality	1	7	Experience-based Learning
Global Habits Patterns	1	22	Inquiry-based Learning
Global Citizenship	18	15	Collaborative Learning
Total	25	50	75

1. **Problem-based learning:** the ability to solve problems with contextual solutions.
2. **Project-Based Learning:** explore topics in depth through project assignments.
3. **Experiential learning:** connecting theoretical knowledge with real practice/events.
4. **Inquiry-based learning:** fosters curiosity and independence by constructing knowledge through research, collaboration, and reflection.
5. **Collaborative learning:** emphasizes peer interaction, critical thinking, and the development of social and communication skills in a learning environment.

Curriculum development certainly follows the times, like the current curriculum. This is not least because changes are offset by improvements so that resources can also adapt and not be left behind. Curriculum development is not far from competency and character-based formation. It is very important to investigate the effect of integrating competency and character-based curriculum on students so that they have perspectives and skills that are determined by the needs of the Times and technology (Salehudin, 2020).

According to the table above, some human values and character education have been represented. The main objective of English subjects is to develop the ability of competence in conveying written and oral texts, both planned and spontaneous, with proper pronunciation and intonation, so that this process can be repeated (Kemdiknas, 2010). Explore the methods used to realize cultural and national character education, especially through curricular integration, self-development, and school culture. Although each subject taught to students has unique qualities and goals, they all work towards the same ultimate goal which is to shape the student's personality. The process of forming cultural values and national character is carried out in each subject, so that the content of character education is present in all subjects.

Character development is achieved through the process of socialization, education and learning, empowerment, acculturation, and cooperation of all components of the nation and state (Kemdiknas, 2010). These links include educational institutions that function as government agents in influencing the character of their citizens. Based on Yarmalinda, et al. (2023), although they involve character education, each one has specific objectives behind its implementation, as well as promotions and competitions. Cultural diversity in Indonesia is a source of values that children must learn. These character values can be acquired through the Family, Educational and residential environment. Khundaru (2015), states that the current situation of the Indonesian language cannot be separated from the broader cultural order. Multicultural education is a process or learning strategy that includes the diversity of Nations, languages, tribes, and social groups.

Textbooks play an important role as an official source of knowledge that students acquire from educational institutions because they are directly related to students. With the advancement of technology, collecting different types of information has become relatively simple. In addition to teaching science, the role of education is to direct students to learn the science and character values embodied by each subject. The briefing process must be supported by facilities related to character education, such as the inclusion of character education in student textbooks.

Conclusions

Based on the findings of the study, it can be concluded that the EFL textbooks: *Think Globally, Act Locally* and *English for Nusantara* the values of humanity and character education are included in the ninth-grade English curriculum in 2013 and independent curriculum, based on the description of human values indicators including truth, peace, responsibility, compassion, and non-violence, while the value of character education includes religious, nationalism, appreciation, independence, and cooperation are some aspects of character education. After this research is done, it is expected to be a reference or source for further research and can be further explored in conducting further research related to the analysis of character education. However, this study has certain limitations, including its focus on specific textbooks, subjective interpretation, and constraints related to cultural contexts that may vary.

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