

ABSTRACT

Vitaningtyas, Maria Nugrahayu. 2020. *A Content Analysis of Character Education in The 10th Grade Senior High School Students' English Textbook Entitled Pathway to English*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

The current curriculum of Indonesia, Curriculum 2013, is taking character education as one of the main components that should become the focus. The idea of integrating character education in the curriculum is preparing Indonesian students for the next golden generation in 2045. The aims of this research were to analyze *Pathway to English* textbook activities in integrating character education and analyze how the character education was integrated in each activity.

The research questions were 1) what are the kinds of character education in the 10th grade senior high school English students' textbook entitled *Pathway to English*? and 2) how is the character education integrated in the book?

The method of the research was content analysis by analyzing a textbook entitled *Pathway to English* for the 10th grade as the object of the research. This research procedure was done by adapting from Ary, et. al. (2010); specifying the topic, the problem of this research, and the media to be observed, then formulating coding categories. The next were gathering and analyzing the data. The last procedure was writing the report. The instruments of this research were documentation and observation. The data was presented in a form of table.

Based on the data, there were 342 activities in the textbook. Those were listening, reading, speaking, writing, vocabulary, and grammar activities. The first result of the research showed that there were 18 kinds of character education found in the textbook. They were religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciating achievement, friendliness/communicativeness, love for peace, enjoyment of reading, environmental care, social care, and responsibility. Responsibility was one of the character education which appeared the most with 154 activities and the least were democracy and environmental care with two activities for each. As the second result, it was found that the activities were integrated in affective domain. There were five levels of affective domain; receiving, responding, valuing, organization and characterization. Those activities found in the textbook were only included in receiving and responding levels.

Keyword: character education, content analysis, affective domain.

ABSTRAK

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Pada saat ini, kurikulum yang sedang digunakan di Indonesia, Kurikulum 2013, menggunakan pendidikan karakter sebagai salah satu hal yang harus difokuskan. Maksud dari pemerintah untuk memasukkan pendidikan karakter di dalam kurikulum adalah untuk mempersiapkan siswa dan siswi Indonesia di generasi emas mendatang pada tahun 2045. Tujuan dari penelitian ini adalah untuk menganalisis kegiatan belajar di buku Bahasa Inggris berjudul *Pathway to English* dalam mengintegrasikan pendidikan karakter dan bagaimana pendidikan karakter diintegrasikan di setiap kegiatan belajar.

Pertanyaan dalam penelitian ini adalah 1) apa saja pendidikan karakter yang ada dalam buku Bahasa Inggris kelas 10 berjudul *Pathway to English*? dan 2) bagaimana pendidikan karakter diintegrasikan di dalam buku?

Metode penelitian yang digunakan adalah analisis isi dengan menganalisis buku Bahasa Inggris berjudul *Pathway to English* untuk siswa kelas 10 sebagai objek penelitian. Penelitian ini juga mengadaptasi prosedur dari Ary, et al. (2010) yaitu menspesifikasi topik, permasalahan penelitian, dan media penelitian, lalu memformulasikan kategori pencatatan. Selanjutnya adalah mengumpulkan dan menganalisis data. Tahap terakhir adalah menulis hasil penelitian. Instrumen penelitian adalah dokumentasi dan observasi. Data penelitian ditunjukan dalam tabel.

Berdasarkan dari data terdapat 342 kegiatan di dalam buku. Kegiatan tersebut adalah mendengarkan, membaca, berbicara, menulis, kosakata dan tatabahasa. Hasil dari pertanyaan penelitian yang pertama adalah terdapat 18 karakter pendidikan di dalam buku yaitu, religius, jujur, toleransi, disiplin, kerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat/ komunikasi, cinta damai, gemar membaca, peduli sosial, peduli lingkungan, tanggung jawab. Bertanggung jawab adalah karakter pendidikan yang paling banyak muncul yaitu 154 kegiatan sedangkan yang paling sedikit adalah demokratis 2 kegiatan dan peduli lingkungan juga dua kali. Hasil dari pertanyaan penelitian yang kedua adalah kegiatan di dalam buku pelajaran tersebut diintegrasikan di area afektif. Terdapat lima tingkatan dalam area afektif penerimaan, pemberian respon, penilaian, organisasi, dan karakterisasi. Kegiatan yang ditemukan di dalam buku hanya berada di dalam tingkatan penerimaan dan pemberian respon.

Keyword: character education, content analysis, affective domain.