



Analyzing Character Values Presented In “English For Nusantara” Textbook For Grade Viii Of Junior High School

Siti Dian Nita¹, Mansyur Srisudarso², Evi Karlina Ambarwati³

Department Of English Education, Faculty Of Teacher Training And Education, University Of Singaperbangsa Karawang^{1,2}

Received: 06 Maret 2026
Revised: 16 Maret 2026
Accepted: 28 Maret 2026

Abstract

Textbooks play a vital role in the teaching and learning process, including in English language instruction. In addition to serving as informational resources, textbooks contribute to the cultivation of students' character values. Since 2010, the Indonesian Ministry of Education and Culture has established eighteen character education values as part of the national curriculum. This study aims to analyze the character values embedded in the English for Nusantara textbook for eighth-grade junior high school students. Employing a qualitative approach, the study utilizes content analysis to examine both verbal and visual elements within the textbook. Data were collected using a checklist instrument based on the eighteen character values and analyzed to determine the presence and representation of these values in each unit of the book. The findings reveal that all character values are reflected through verbal content such as instructions, statements, and comic strips as well as visual elements, particularly picture illustrations. However, some inconsistencies and limited representations of values were identified across chapters. Overall, English for Nusantara effectively integrates character education and serves as a meaningful tool for developing students' moral character. This study is expected to contribute to educators, researchers, and textbook writers in designing character-based instructional materials.

Keywords: *textbook, character education, content analysis, English for Nusantara, character values.*

(*) Corresponding Author: diannita521@gmail.com

How to Cite: Dian Nita, S., Srisudarso, M., & Karlina Ambarwati, E. (2026). Analyzing Character Values Presented In “English For Nusantara” Textbook For Grade Viii Of Junior High School. *Jurnal Ilmiah Wahana Pendidikan*, 12(4.A), 10-34. Retrieved from <https://jurnal.peneliti.net/index.php/JIWP/article/view/12797>.

INTRODUCTION

Every teaching-learning process, including English language instruction, necessitates a textbook (Nashriyah et al., 2020). The book-based learning material aids both educators and learners in acquiring information regarding instructional resources pertinent to teaching and learning activities. According to Nashriyah et al. (2020), Sadker and Zittleman found that textbooks comprise approximately 70-95% of learning time. The majority of educators mainly rely on the textbook as their main resource to provide organization as well as guidance in the process of delivering and acquiring knowledge. Students will acquire substantial knowledge from the textbook and employ it as a reference throughout their educational journey. Brown (2001) concurs that textbooks are the most evident and conventional resources during educational activities. It helps learners in investigating and comprehending the material they would be studying. It also offers a foundational comprehension of the educational resources utilized in the classroom. Radic-Bojanic and Tasapov (2016) assert that the majority of educators are at ease utilizing book-based material as the foundation to structure their lesson planning. Nearly all educators presume that the assignments and texts within the textbook will cultivate confidence in the instructional content intended for the classroom. A textbook is a prevalent educational material utilized in the classroom. The textbook not only offers

educational content but also guides both teachers and learners in the classroom. Certain educational resources necessitate the utilization of a textbook for effective instruction. The textbook aims to provide knowledge and resources to students throughout the educational process. The textbook offers students thorough and extensive educational material, especially through explanations and exercises. The textbook functions as a tool to improve the learning process and furnish students with a comprehensive understanding.

Character is a crucial element of education that requires greater emphasis in the country's education system. It is a crucial foundation for enhancing character development to achieve high-quality generations. Human inherently possess character, which influences their thoughts, speech, and behavior. Berkowitz and Bier (2005) assert that a character is composed of underlying psychological factors. Thus, the character is recognized as the fundamental component of human personality. In addition, character is a byproduct of human growth and shaped by early environmental influences, particularly culture and social interactions. Moreover, this character represents a set of principles which create a habitual lifestyle. It is characteristic of humans to engage in both virtuous and immoral actions, such as honesty, responsibility, social concern, tolerance, and creativity, among others. Character education constitutes a component of curriculum development within the educational sector. Since 2010, character education has been the foremost priority of the Ministry of National Education in Indonesia. The execution of character education in Indonesia is in accordance with the president's address during the Nyepi Day celebration in 2010. As part of the 100-day initiative, the Ministry of National Education is implementing character education inside the Indonesian curriculum. English textbooks are utilized at every educational level in Indonesia, including elementary school, junior high school, senior high school, and vocational high school. All materials presented in the textbook should be consistent with the curriculum, particularly the syllabus.

It is essential for the curriculum to correspond to children's age, developmental needs, and moral values. The curriculum center of the Ministry of National Education Research and Development identifies eighteen character education values practiced in Indonesia: *Religious, Honestly, Tolerance, Discipline, Work Hard, Creative, Autonomy, Democratic, Willingness, National Mentality, Love Fatherland, Respect With Achievement, Communicative/Friendly, Peaceful, Fond of Reading, Cares of the Environment, Social Care, Responsible.*

The 2021 study conducted by Farhana Nurhayya and Ellis Tamelia, titled "Character Building Values in Student Teacher's Lesson Plans: A Content Analysis," asserts that student teachers should incorporate religious values into their lesson plans, given Indonesia's diverse society. This includes practices such as greeting and praying before and after class, encouraging students to engage in religious activities, fostering respect for peers of varying faiths, and promoting collaboration despite differing religious beliefs. The integration of character-building elements in the five student teacher's lesson plans supported the formation of student's traits such as religiosity, perseverance, responsibility, collaboration, and communication skills. The most prevalent character-building values were communication, whereas the least prevalent was religiosity. The 2013 study by Meita Fitriyani, titled "A Textbook Analysis: When Rings a Bell, a Textbook for the Seventh Grade of Junior High School," indicates a significant deficiency in assignments within a chapter, with certain points entirely absent from specific sections. An absence of certain points is observed in L code or lesson one. The research indicates that there are numerous categories within the "When English Rings the Bell" textbook, each category contributing to the overarching theme's significance. From the perspective of the communicative functions outlined in the nine integrated standards, the textbook is sufficiently comprehensive as it encompasses nearly all the communicative

functions necessary for students to develop their communication competence. The 2023 study by Izza Maulida Idris, titled "Analysis of Character Building Values Presented in the 'English For Nusantara' Textbook," indicates that character building is represented solely in verbal material, solely in visual material, and in both verbal and visual material. A category of visual data identified is picture illustration. Despite being issued by the Ministry of Education and Culture's Pusat Kurikulum dan Perbukuan, this book exhibits deficiencies. The book is deficient in character development within certain linguistic and visual elements. Based on the reported results, it can be stated that the "English for Nusantara" textbook effectively embodies character building within its components.

Consequently, understanding character values is essential in English textbooks. The presence of eighteen essential aspects in character education principles is anticipated to diminish negative behavior in children. Researchers will analyze the character education values in the English textbook "English For Nusantara".

RESEARCH METHOD

This research adopts a qualitative approach to examine the meanings found in people, objects, situations, and materials. One of the key techniques applied is qualitative content analysis, a method used to interpret and understand textual data. According to Kondracki and Wellman, as cited in Hsieh and Shannon, textual sources, whether verbal, written, or digital can be obtained from interviews with participants, focus group discussions, open-ended survey responses, narratives, and various forms of printed media, such as books, articles, and manuals. Scholars consider content analysis a comprehensive method for interpreting textual information.

Qualitative research is a methodological approach in education that comes from disciplines like sociological and anthropological studies. It involves inductive reasoning and asserts the existence of various perspectives. This type of research seeks to understand the emotions and perspectives of participants, often focusing on analyzing social phenomena. In this study, the researcher employs content analysis to examine the data. Content analysis involves organizing and interpreting textual material to determine both explicit content and underlying meanings. This technique can be applied to various written and verbal materials, including documents, interview transcripts, media outputs, and even direct interviews. It combines content and document analysis to assess particular aspects of both textual and visual data. Materials such as textbooks, newspapers, websites, speeches, advertisements, television shows, songs, and many others can be analyzed using this method. Bowen describes content analysis as the process of categorizing information based on dominant themes within a study.

RESEARCH FINDING AND DISCUSSION

The researcher delineated the findings from the character-building presentation analysis through a table and a descriptive narrative through this chapter. The findings derive from verbal and visual information obtained from the chosen Grade VIII textbook "English for Nusantara". The verbal and visual data were collected from passages, instructions, and conversations, while the visual data were acquired from the images or illustrations included in the book.

A. The "English for Nusantara" textbook implements character-building values

The table and accompanying description present both verbal and visual forms of data. Verbal data were sourced from the textbook's passages, instructions, and dialogues, while visual data were drawn from its illustrations and accompanying directives. The table outlines 18 character education elements, with an additional column indicating whether each element appears in

verbal or visual form on specific pages. In the realm of book analysis, "verbal" denotes the mode of communication that use words, whether spoken or written, to transmit information or meaning. Verbal analysis in literature is comprehending and analyzing the author's use of words to convey ideas, narratives, or messages within the text. Visual analysis in literature pertains to the examination and interpretation of information communicated by visual components of a book, including photographs, illustrations, layout, and cover design. This analysis is a meticulous scrutiny of the visual features to elucidate the content, message, and context the book aims to portray. The details are presented in the following table.

Tabel 1: Tabel of Finding Character Building

No.	Category of Character Building	Finding	
		Verbal	Visual
1.	Religious	Page 25	Pages 19, 24, 39, 40, 60, 61, 65, 88, 98, 142, 143, 239, 240, 253, 261
2.	Honest	Page 268	-
3.	Tolerance	-	Pages 65, 88, 98
4.	Dicipline	Pages 142, 166, 193, 222, 261	Page 130
5.	Hardwork	Page 261, 274	Page 22, 23, 53
6.	Independent	Page 252	-
7.	Democratic	Page 39, 150	-
8.	Creative	Pages 62, 65, 98, 99, 117, 118, 120, 145, 146, 155, 156, 158, 159, 175, 262, 269, 279	Page 44, 53
9.	Nationalism	Pages 41, 42, 50	Pages 44, 52
10.	Curiosity	Pages 36, 88, 200	-
11.	Patriotism	-	Page 52
12.	Rewarding Achievement	Pages 26, 34	-
13.	Communicative	Pages 25, 26, 34, 39, 40, 88, 98, 136, 137, 138, 142, 150, 152,	-

		154, 155, 156, 159, 186, 187, 192, 205, 206, 218, 255, 259	
14.	Love of Peace	Pages 219, 233, 236, 240, 253, 255, 259, 267, 274	-
15.	Reading Pleasure	Pages 41, 50, 54, 83, 84, 92, 109, 110, 116, 152, 159, 166, 205, 206, 210, 216, 222, 257, 259, 261, 274	-
16.	Environmental Care	Pages 132, 133, 134, 142, 150, 152, 163, 193, 210, 215, 216, 222	Pages 178, 179, 221
17.	Social Care	Pages 159, 164, 190, 192	-
18.	Responsibility	Pages 50, 133, 142, 193, 216	Page 179
Total :		114	31

The study results indicated that the selected novel encompassed complete character development. The Ministry of National Education 2010 has established 18 character-building points out of a total of 18. Several pages showcased multiple instances of character growth. Character growth may be expressed both audibly and visually, whereas others may be conveyed solely through verbal means. The most frequently mentioned job is communicative, occurring 25 times. The second position is reading enjoyment, which occurred 24 times. The third place is creative, which occurred 19 times. The fourth place pertains to religion, occurring 16 times. The fifth place pertains to environmental protection, which was mentioned 15 times. The sixth position is the love of peace, which occurred 9 times. The seventh position is discipline and responsibility, which appears six times. The eighth position comprises nationalism and hard effort, which occurred five times. The ninth place is social care, which occurred four times. The tenth place encompasses tolerance and inquiry, which occurred three times. The eleventh position is characterized by independence, democracy, and the rewarding of achievement, appearing twice. The final position is honesty and patriotism, which occurred once.

The following is an explanation of the verbal and visual data:

1. Religious

Religious values are illustrated in Chapter 1, page 16, conveyed through both verbal and visual elements in the dialogue. The interaction between Galang and his father reflects an individual's commitment to their religious beliefs. In this exchange, Galang greets his father after school with "Assalamualaikum," and his father replies, "Waalai kumsalam." This use of Islamic greetings serves to demonstrate the value of showing respect through religious expressions.



Figure 1. Religious 1

Nonetheless, using visual data, we identified religion as a character-building process in the subsequent image.



Figure 2. Religious 2

The image above exemplifies an individual's dedication to their faith. In the image, the character donned a veil to signify her willingness to follow their religion. Similar portrayals of this character appear 16 times throughout the textbook, specifically on pages 19, 24, 39, 40, 60, 61, 65, 88, 98, 142, 143, 150, 239, 240, 253, and 261.

2. Honest

The value of honesty is illustrated on page 258, as shown in the following excerpt:

Mumtaz and her peers participated in the semester examination. Social Sciences was one of the subjects of the examination. The subject consistently presented hurdles to Mumtaz. She approached this examination with utmost seriousness. She requested her best friend, Radit, to collaboratively review the exam materials. Radit consistently achieved high marks in this subject. Radit was unable to conduct the review due to his poor health at the time.

On the day of the examination, all pupils were seated individually. Mumtaz and Radit were unable to sit together as they typically do. The instructor instructed Radit to occupy the subsequent row in front of Mumtaz. Following the distribution of the exam papers by the teacher, the pupils commenced answering the questions. Mumtaz was unable to respond to certain inquiries. They were excessively challenging for her. She began to survey the classroom. Her friends were occupied composing their responses on the paper. Radit, however, frequently appeared despondent. Mumtaz was astonished. Radit was concealing his cellphone behind his desk while reading from it. Mumtaz was uncertain about her thoughts. She experienced anger at Radit, although she was uncertain about how to proceed.

The narrative indicates that Radit engaged in academic dishonesty by consulting his phone beneath the desk, and Mumtaz was aware of Radit's deceitful conduct. This narrative illustrated the manifestation of honesty.

3. Tolerance

Tolerance is visually depicted on page 19. This illustration depicted a guy and girls, both with and without veils, participating in a race, illustrating that a female with and without a veil may coexist together and form friendships outside of the race. It signifies the respect for diversity within their environment. Indonesia recognizes six religions. We live side by side

with them. To cultivate a harmonious living environment, we must exhibit tolerance towards others who vary from us.



Figure 3. Tolerance 1

4. Dicipline

Discipline is articulated orally and depicted visually through the dialogue in the comic picture on page 142. The discourse demonstrated a disposition of compliance with the laws and ideals perceived as one's obligations. The dialogue in the comic indicates that Pipit frequently washes her hands due to the omnipresence of viruses, and she consistently rubs her hands with soap for 60 seconds. The textbook contains the same character twice on pages 166 and 193.



Figure 4. Dicipline 1

However, discipline is also referenced verbally on pages 222 and 261. The text for page 261 is displayed below:

On the next day, he became a member of the soccer club. He vowed to train diligently. He aspired to be an exceptional soccer player and contributed to his team's victory. Nevertheless, he was unable to perform effectively at the club. He consistently failed to maintain the target area. He was profoundly despondent and nearly succumbed to despair. Pak RT approached him and recommended that he explore alternative positions. After experimenting with several positions, he determined that playing as a midfielder was optimal for him. One month later, a compulsory soccer match was held in that region. Mirza was assigned to a group with Siti, Abay, Raka, Amelia, and Pitra. Initially, they undervalued Mirza's abilities, but he subsequently demonstrated their error. He assisted his side in achieving victory as a midfielder. He could deliver the ball with precision, enabling Siti, the forward, to score for the

team. All applauded Mirza, Siti included. "I apologize for underestimating you, Mirza." I should not have compelled you to assume the role of a goalkeeper. "You are an exceptional midfielder!" commended Siti. Mirza grinned and remarked, "That is acceptable." Let us collaborate to enhance our teamwork.

The text indicates that Mirza practiced diligently and identified his optimal position. Due to his discipline, he assisted his team in winning the tournament. Mirza's conduct epitomized the culmination of his endeavors to do tasks alone.

Discipline regarding visual data is located on page 130. The image depicted an attitude or mood of surrender to adhering to the laws and ideals one perceives as their responsibilities. The image depicted pupils forming a queue to wash their hands at the sink. We must maintain discipline before and after meals. Practices to maintain discipline before eating include cleaning hands with soap, sitting while eating, and refraining from conversation during meals. The post-meal responsibilities include clearing the table and disposing of food wrappers in the trash bin.

5. Hard Work

The concept of hard work is articulated and depicted in the dialogue of the comic image on page 29. The conversation between Galang and his father exemplified the prioritization and emphasis on achieving the results of the work. Galang's father recounted his earlier experience in Panjat Pinang, emphasizing his perseverance. Due to his team's diligence, they ultimately achieved the pinnacle and secured the awards. Diligence fosters character development, self-motivation, resilience in adversity, and the attainment of objectives. Galang's father's collaboration exemplifies the results of diligent effort. Listening to the thoughts and opinions of others, akin to Galang's attentiveness to his father, can assist Galang in sustaining discipline and motivation as he strives for achievement in subsequent races.



Figure 5. Hard Work 1

Additionally, the same character is present on pages 261 and 274 in a spoken context. The text is available for reading below:

Prior to joining the band, I enthusiastically accompanied the musicians or observed their rehearsals at the town hall or in outdoor settings. I solicited my buddies to accompany me for a stroll along the shore. We struck pot lids and agitated plastic bottles filled with sand or cola cans containing pebbles. We produced sounds audibly. Gradually, they all grew weary of trailing behind me. I recognized it was time to experience the authentic version. I participated in several auditions. The initial occurrence was a catastrophe. I was unable to breathe and began to weep. I desired to return home, but the commander exhibited considerable understanding. He scheduled an appointment for the subsequent week. He elucidated methods for relaxation and breathing techniques. I diligently practiced all his instructions. I traversed the home producing drum beats, bass sounds, and piano melodies. My father assisted me. The

subsequent occasion, I had arranged everything. However, I did not perform adequately due to lingering nervousness, albeit to a lesser extent than during the initial instance. I informed the leader that I required further time. The third instance presented an entirely distinct narrative. I found it enjoyable. On a Saturday morning, I performed before the entire band, and they applauded. The leader stated, "Let us welcome Peter to the band." He merits his position. I felt immense joy and pride in my accomplishments. I received the band's attire.

From the text, we can infer that his diligence and consistent practice led him to success. The content emphasized prioritization and concentration on achieving the work's results. Nonetheless, hard labor is vividly represented on pages 22, 23, and 53.



Figure 6. *Hard Work 2*

The image on page 53 depicts three girls participating in a klompen race, illustrating their dedication and concentration on achieving the desired results of their efforts.

6. Creative

Creativity is demonstrated both verbally and visually through the comic illustration dialogue on page 98. The discussion leads to the emergence of new ideas that have the potential to be developed and applied. On this page, it is shown that Pipit wishes to bring the story to an end, and both Galang and Monita agree with her. In doing so, they are likely to express their creativity and imagination in crafting the conclusion of the narrative.



Figure 7. *Creative 1*

Additionally, the analogous character appears on page 145.

Nonetheless, creativity is also articulated vocally on pages 49, 62, 65, 99, 117, 118, 120, 146, 155, 156, 157, 158, 159, 175, 218, 262, 269, and 279. The following exemplifies the spoken data:

@in22day: Greetings, friends. I possess numerous antiquated books in my room. I have ceased to read them. What actions should I take regarding these books?

Observations:

@shakila inquired: *Do you enjoy viewing films? I possess some recommendations for you.*

@agungibr remarked: *Greetings! It is possible to create a miniature library within your residence. Initially, categorize your books according to various genres. Subsequently, construct a miniature bookshelf. It can be constructed with cardboard boxes. Finally, organize your books on the shelf according to their categories. Now, they are accessible for reading at any moment.*

@putrihijau remarked: *I enjoy books as well, but I prefer my phone! :D*

@titalesta remarked: *Greetings! I originate from the Bina Karya orphanage. The orphanage welcomes donations of used books. Initially, complete the form at the website www.binakaryadonation.com. Subsequently, dispatch the books to our address. The address is included in the link. Finally, you will receive an email upon the arrival of the books. Assist the children in achieving their aspirations by utilizing your donated books for learning.*

@zalvafsp remarked: *Generate revenue from them! They can be sold. Initially, categorize your books that remain in good condition. Subsequently, encase your books in plastic coverings. Finally, present the books to the bibliophiles in Palasari Market. One can get new books by selling their old ones.*

User **@agungibr** suggested creating a little library in the house, as referenced on page 159. It signifies the generation of products derived from innovative concepts that may be developed and utilized. He also provided several steps to create a tiny library. Creating a small library enhances the encouragement of reading. Establishing our own miniature library bestows a unique and personal essence to the environment. We can create a small library at home in any spatial configuration, even if it requires integrating a bookshelf, chaise lounge, and reading lamp into a corner of the living room. This signifies that innovation has been utilized in this material.

Moreover, on page 175, it is evident that the directive instructed the pupils to design a poster artistically. This instruction entails generating innovative concepts that can be developed and utilized, as well as captivating thoughts. According to the instructions, students may select one of the aforementioned topics of methods to conserve the Earth, including washing dishes and brushing teeth. Recycle plastic bags and repurpose old books or other items.

Nonetheless, the analogous character is also visually present on pages 37, 44, and 52.



Figure 8. Creative 2

On page 37, the image conveyed compelling concepts. The pupils exhibited creativity in their attire throughout the parade. The national motto "Unity in Diversity" was exemplified by numerous individuals participating in the parade, adorned in various traditional attire, all united

in the common aspiration to enhance Indonesia's prosperity during the Independence Day celebration. Students adorned in attire like the legend are parading before their peers. Additionally, the other was attired as Indonesian heroes.

7. Independent

The term "independent" is articulated verbally and depicted visually on pages 85 and 252.



Figure 9, Independent 1

A person who exhibits self-confidence in achieving their objectives and a sense of accountability for their activities is depicted in the image on page 85. Students are encouraged to share the narrative with others and solicit audience member's opinions on the presentation as part of the accompanying education. This suggests that the lesson encourages student autonomy.

8. Democratic

The concept of democracy is articulated orally and depicted through the dialogue in the comic illustrations on pages 39 and 150. The discourse reflects the thoughts, behaviors, and actions that assess the equivalent rights and responsibilities of oneself and others. The discussions on pages 39 and 150 indicate that consensus is inherently democratic. Democracy entails the opportunity to engage and exchange ideas freely.



Figure 10. Democratic 1

9. Curiosity

Curiosity is articulated vocally and depicted visually through the dialogue in the comic picture on page 88. The exchange illustrates a mindset and behavior characterized by a continuous desire to expand understanding based on prior knowledge, observations, or information received. The conversation reveals the students' eagerness to know how the story ends, as shown when they ask the teacher, "What will happen to the Ugly Duckling, Bu?" This interaction reflects how curiosity can increase student engagement and satisfaction in the

learning process. When learning is driven by curiosity, it tends to be more meaningful and enjoyable. Curious learners not only ask questions but also actively seek out the answers.



Figure 11. Curiosity 1

Nonetheless, interest was also articulated on page 36. The instruction below exemplifies an inquisitive mentality that embraces learning and seeks to bridge knowledge gaps. The instructions required the pupils to conduct interviews with two buddies from different classes. From the conversation and the instructions above, it is evident that this book encompasses inquiry. The instruction displayed below:

Conduct interviews with two students from different classes. Inquire about their involvement in the Independence Day festivities. Utilize the inquiries acquired in this chapter. Record the interview on video or transcribe the responses in your notepad.

10. Nationalism

Nationalism is articulated verbally and depicted in the picture on page 41. On page 41, the images depicted a lifestyle that underscores affection for and profound reverence for one's nation. Students donned costumes of Indonesian heroes throughout the march and played traditional musical instruments. Instructing kids in nationalism can enhance their comprehension and appreciation of Indonesia's distinctive history, culture, and values. It can also foster a sense of pride and loyalty towards their nation. The photographs above depict the pride of students playing traditional musical instruments such as the gendang and suling, adorned in costumes of Indonesian heroes, and creatively decorating their bicycles. It is an example of nationalism.



Figure 12. Nationalism 1

Nonetheless, Nationalism is also articulated on pages 42 and 50. The text from page 50 is displayed below.

A School Parade

Greetings, readers. In what manner did you commemorate your Independence Day? I commemorated it by participating in a school procession. We experienced immense enjoyment prior to and throughout the parade. I will recount the events that transpired.

Initially, we assembled our costumes. Each class was required to select one student to portray an Indonesian hero. I was selected as the class representative. I donned the attire of Cut Nyak Dien. Other pupils donned red and white attire.

After I donned my attire, I traversed the school alongside all the students. We performed the 'Hari Merdeka' song throughout the parade. A marching band was trailing us. Unexpectedly, precipitation commenced. We hastened back to our classroom.

Ultimately, after the precipitation ceased, we reconvened at the schoolyard. The headmaster declared the victor of the finest costume. A kid from another class became victorious. He adorned himself as Tuanku Imam Bonjol.

The school parade was enjoyable and reminded us of our national heroes. I felt immense pride. I eagerly forward rejoining this next year.

Page 50 describes a school march at Monita's institution. It epitomized a lifestyle that underscores affection for and profound respect for the nation. In the scene, Monita, as the class representative, wears a traditional costume portraying Cut Nyak Dien and sings the national anthem Hari Merdeka, which illustrates the value of nationalism.

Meanwhile, pages 18, 44, and 52 convey similar messages through visual elements. These images also represent a lifestyle that demonstrates patriotic affection and national pride. For instance, on page 18, students are shown wearing costumes of Indonesian national heroes. Teaching nationalism in this manner not only enhance students' comprehension but also respect for other nations. Based on these examples, it can be inferred that the textbook incorporates the value of nationalism.



Figure 13. Nationalism 2

11. Patriotism

Patriotism is visually depicted on page 52. The image depicted individuals ready to make sacrifices for their nation. Students are participating in the flag ceremony. Patriotism entails a profound affection for one's own nation. Participating in a flag ceremony exemplifies patriotism. Students are sacrificed for Indonesia by participating in the flag ceremony. If patriotism were taught in schools, kids would gradually cultivate a sense of pride in their nation. The students will comprehend the significance of respecting the foundational institutions of the nation.



Figure 14. Patriotism 1

12. Rewarding Achievement

Achievement is acknowledged both orally and visually through the dialogue depicted in the comic on pages 26 and 34. The discourse conveyed gratitude for all that they possess. The two conversations below illustrate that Galang's father is commending Galang for winning the marble in the spoon race at his school. Additionally, Monita congratulates Galang for the same achievement. This debate pertains to the recognition of accomplishments.



Figure 15. Rewarding Achievement 1

13. Communicative

Communication is articulated vocally and depicted through the comic illustrations on pages 25, 26, 34, 39, 40, 88, 98, 136, 137, 138, 142, 150, 186, 187, 192, 205, 206, 240, and 255. Communicative is also articulated verbally on pages 72, 156, 159, 218, and 259. Pages 152, 154, and 155 are delivered both audibly and visually through graphics.



Figure 16. Communicative 1

On page 2015, the discourse exemplifies proficiency in facilitating comfort and effective communication with others. The above exchange indicates that Monita disseminates information regarding the video she saw. She stated, "The video depicted a significant amount of plastic waste in the oceans." The predominant source of plastic pollution in the ocean is littering, particularly from the purchase and use of disposable plastic products. It is an example of communication.

@firman; Numerous actions can be undertaken to preserve our world. We can also accomplish it from home. For instance, we dispose of our waste. This may appear simple, yet it can be perplexing. This is my customary method.

On page 156, it indicated that Firman is an affable individual capable of easily establishing connections with those in his vicinity. Firman also explains his typical method for disposing of rubbish. First, identify which waste is recyclable and which is not. Secondly, categorize the waste and thereafter dispose of it according to its classification. This method is beneficial for conserving our earth, particularly in combating plastic waste.



Figure 17. Communicative 2

On page 154, communicative elements were presented both verbally and supported by visuals. It demonstrated the method for commenting on social media. This book has communicative examples.

14. Love and Peace

The affection for peace is articulated orally and depicted through the imagery on pages 219, 233, 236, and 253.



Figure 18. Love and Peace 1

On page 236, the image depicts an individual who imparts a sense of joy to others, rendering his presence unobtrusive. The affection for peace, as articulated, denotes an individual whose disposition towards tranquility imparts a sense of joy to others.

Nonetheless, the affection for peace is articulated both orally and visually through the conversation in the comic illustrations on pages 240 and 255. The talk exemplified a mindset that can sustain equanimity despite challenges. On page 255, the dialogue between Monita and Galang exemplified a desire for peace. Galang's demeanor imparts a sense of enjoyment to others. Monita stated, "I believed I was inept at fishing, but Galang demonstrated otherwise." He instructed me in the art of fishing proficiently, to which Galang said, "We must identify our preferences and subsequently engage in practice." Galang's remarks instilled happiness and self-confidence in Monita.



Figure 19. Love and Peace 2

Presented audibly on pages 259, 267, and 274. The material on page 274 illustrates a mindset that can sustain serenity despite challenges. Peter exhibited happiness and pride in himself. It is a manifestation of the desire for peace. The text is displayed below:

Getting into the Band

Prior to joining the band, I enthusiastically accompanied the musicians or observed their rehearsals in the town hall or outside. I solicited my buddies to accompany me for a stroll along the shore. We struck pot lids and agitated plastic bottles filled with sand or cola cans containing pebbles. We produced sounds audibly. Gradually, they all grew weary of trailing behind me. I recognized it was time to experience the authentic version.

I participated in several auditions. The initial occurrence was a catastrophe. I was unable to breathe and began to weep. I desired to return home, however the commander exhibited considerable understanding. He scheduled an appointment for the subsequent week. He elucidated methods for relaxation and breathing techniques. I diligently practiced all his instructions. I traversed the home producing drum beats, bass sounds, and piano melodies. My father assisted me. During the subsequent occasion, I had arranged all the necessary elements. However, I did not perform adequately due to lingering nervousness, but less than during the initial instance. I informed the leader that I required further time. The third instance presented an entirely distinct narrative. I found it enjoyable.

On a Saturday morning, I performed before the entire band, and they applauded. The leader stated, "Let us welcome Peter to the band." He merits his position.

I felt immense joy and pride in my accomplishments. I was provided with the band's attire.

15. Reading Pleasure

The enjoyment of reading is articulated by the inclusion of a reading portion in the chapter. The reading part is located on pages 41, 50, 54, 83, 84, 92, 109, 110, 116, 152, 159, 166, 205, 206, 210, 216, 222, 257, 259, 261, and 274. All sections of the book pertain to reading conducted for enjoyment. The examples of the texts are shown below:

Text 1

Today, my school conducted a celebration event for Independence Day. It invited kids from all grades to engage in several enjoyable activities, including tug of war, krupuk race, sack race, tandem race, and marble-and-spoon race. A multitude of students participated, rendering all the games exhilarating.

Initially, I took part in the marble-in-spoon race. The match between Galang and me was exceedingly close. I nearly surpassed him at the onset of the race, but he was exceedingly swift and consistent. He was capable of running with it. He finished first, and I finished second. Defeating Galang in this game proved to be challenging.

The subsequent activities included a tug of war, a sack race, and a tandem race. All the games occurred simultaneously. I observed Andre competing in the sack race. Initially, he dominated the race, but abruptly he collapsed midway through. Ultimately, he secured second place. It was disheartening because he could not finish first. Pipit engaged in a tandem race alongside our friends. Her squad secured third place. It was relatively acceptable.

The most recent game was the krupuk race. I encountered Galang once more in the final. The enjoyable aspect was that I completed first, while he finished subsequently. I completed my krupuk in three or four nibbles. The day at my school was filled with excitement. All individuals donned smiles.

I was elated. At the conclusion of the tournament, my class was declared the grand champion of the entire competition.

Text 2

Getting into the Band

Prior to joining the band, I enthusiastically accompanied the musicians or observed their rehearsals at the town hall or in outdoor settings. I requested my pals to accompany me for a walk along the shore. We struck pot lids and agitated plastic bottles filled with sand or cola cans containing pebbles. We produced sounds audibly. Gradually, they all grew weary of trailing behind me. I recognized it was time to experience the authentic version.

I participated in several auditions. The initial occurrence was a catastrophe. I was unable to breathe and began to weep. I desired to return home, but the commander exhibited considerable understanding. He scheduled an appointment for the subsequent week. He elucidated methods for relaxation and breathing techniques. I diligently practiced all that he instructed me. I traversed the house producing drum, bass, and piano sounds. My father assisted me. During the subsequent occasion, I had arranged everything meticulously. However, I did not perform adequately due to lingering nerves, albeit to a lesser extent than during the initial instance. I informed the leader that I required further time. The third instance was quite distinct. I found it pleasurable.

On a Saturday morning, I performed before the entire band, and they applauded. The leader stated, "Let us welcome Peter to the band." He merits his position.

I felt immense joy and pride in my accomplishments. I received the band's attire.

The two texts above exemplify the reading section of this book. In each reading part, children can acquire essential vocabulary that aids in comprehending the text's meaning.

16. Environmental Care

Environmental stewardship spoken orally and depicted in the illustrations on pages 132, 163, and 215. The image symbolized responsibility and advancement that advocate for environmental conservation and encourage efforts to prevent ecological degradation. The image depicts a hand discarding a plastic bottle into a trash receptacle. Disposing of waste in the trash can is an effective method to minimize refuse. Littering adversely affects the ecosystem since it contributes to flooding, damages villages, and results in loss. This is an example of environmental stewardship.



Figure 20. *Environment Care 1*

Moreover, environmental stewardship is articulated both vocally and depicted through illustrations in the comic on pages 133, 134, 142, 150, and 193. The image depicted responsibility and enhancement that advocates for environmental conservation and encourages efforts to prevent ecological degradation. The poster illustration on page 215 above demonstrated how to care for our environment. Proper environmental stewardship involves disposing of waste in designated receptacles. Littering in the river has a detrimental influence on aquatic environments. It can obstruct the drainage system, disrupt the natural flow of water in rivers and streams, and contaminate these waterways to the point of annihilating freshwater ecosystems and their inhabitants.



Figure 21. *Environment Care 2*

Pages 152, 210, 216, and 222 were provided vocally. The language signifies responsibility and enhancement that advocates for environmental conservation and encourages efforts to prevent ecological degradation. The text from page 210 is presented below:

A group of researchers from Texas University assisted an injured sea turtle while navigating the seas near Costa Rica.

The researchers were gathering data on sea turtles when they observed the damaged specimen. They observed an object in the turtle's nostril while it was swimming near their boat. Initially, they believed it was merely a worm.

The researchers exhibited curiosity. They captured the turtle to investigate the thing within its nostril. They sought to ascertain that it was not a perilous parasite. They removed several centimeters of the thing with pliers. The item emerged.

It was creased and discolored. It was a plastic beverage straw! The scientists promptly removed the object due to their considerable distance from the shore. They dedicated over ten minutes extracting it from the nostril of a marine turtle. They successfully extracted the straw from the turtle's nostril with considerable difficulty. The nostril exhibited hemorrhage, although the turtle remained unharmed. The straw incident demonstrated the perilous impact of plastic on marine fauna.

The experts are assisting the injured turtle due to a plastic straw. Plastic pollution proliferated so swiftly that marine animals were unable to adapt their behavior to this novel substance. Plastic pollution poses threats to marine ecosystems and marine life. The solution is to prevent plastic garbage from entering rivers and oceans initially.



Figure 22. Environment Care 3

Environmental care is visually shown on pages 127, 178, 179, and 221. On page 193, the comic picture depicted responsibility and enhancement that advocates for environmental conservation and encourages efforts to prevent ecological degradation. It served as a reminder to dispose of waste in the bin to prevent obstructing the gutters. He stated, "The gutters became obstructed, resulting in a sluggish drainage of rainwater," to which she replied, "That is precisely why one must consistently dispose of trash in the bin." It also instructs us to maintain discipline in our environment, one example being disposing of rubbish in the designated receptacle. This book encompasses environmental stewardship.

17. Social Care

Social care is articulated verbally on page 159. The text is displayed below:

@in22day: *Greetings, friends. I possess numerous antiquated books in my room. I have ceased to read them. What actions should I take regarding these books?*

Observations:

@shakila inquired: *Do you enjoy viewing films? I possess some recommendations for you.*

@agungibr remarked: *Greetings! It is possible to create a miniature library within your residence. Initially, categorize your books according to various genres. Subsequently, construct a miniature bookshelf. It can be constructed with cardboard boxes. Finally, organize your books on the shelf according to their categories. Now, they are accessible for reading at any moment.*

@putrihijau remarked: *I enjoy books as well, but I prefer my phone! :D*

@titalesta remarked: *Greetings! I hail from the Bina Karya orphanage. The orphanage welcomes donations of used books. Initially, complete the form at the website www.binakaryadonation.com. Subsequently, dispatch the books to our address. The address*

is included in the link. You will receive an email upon the arrival of the books. Assist the children in achieving their aspirations with the knowledge gained from your donated books.

@zalvafsp remarked: Generate profit from them! They are sellable. Initially, categorize your books that remain in good condition. Subsequently, encase your books in plastic coverings. Finally, present the books to the collectors at Palasari Market. One can get new books by selling their old ones.

On page 159, the text is depicted as advantageous to society. One of the comments recommends donating the book to the Bina Karya orphanage. Donating used books constitutes an act of social responsibility. It can provide modest assistance to the former by donating books to various locations. It also assists financially disadvantaged pupils. Transferring academic books to your juniors can aid their scholarly advancement. It is equally crucial for youngsters from charitable organizations to have the opportunity to study literature beyond their scholastic curriculum.

Nonetheless, social care is articulated orally and supported by the illustrations on pages 164, 190, and 192. The poster on page 164 above illustrated the procedure for donating old books to the library. The poster was advantageous to society.



Figure 23. Social Care 1



Figure 24. Social Care 2

The photographs on page 190 illustrate that the rescuers removed all debris from the gutters and assisted both the elderly and young children affected by the flood. The images depicted solicit assistance and are advantageous to society. Firefighters and troops collaborated to rescue individuals. This book pertains to social care. This exemplifies the consequences of

failing to maintain discipline in the environment and engaging in littering indiscriminately. Flooding can obstruct gutters and impede the drainage of rainwater.

18. Responsibility

Responsibility is articulated vocally and depicted visually through the conversation in the comic on pages 133, 142, and 193. Being responsible means assuming accountability for one's actions. On page 193, the dialogue emphasizes the importance of responsibly disposing of waste to prevent clogging the gutters. It is our responsibility to care for our surroundings, whether at home, school, or elsewhere.



Figure 25. Responsibility 1

Responsibility is also articulated verbally on pages 50 and 216. According to the text on page 50, Monita has been selected as her class representative, and she adorned herself in the attire of Cut Nyak Dien. Monita bears her obligations as the selected student. Monita embodied dedication to fulfill her promises and uphold her commitments. The text is displayed below:

Responsibility is also expressed through verbal content on pages 50 and 216. On page 50, it is stated that Monita was chosen as the class representative and dressed in a Cut Nyak Dien costume. In this role, she demonstrates her sense of duty by carrying out her responsibilities as an appointed student. Monita reflects a strong commitment to honoring her promises and fulfilling her obligations. The related text is presented below:

A School Parade

Greetings, readers. In what manner did you commemorate your Independence Day? I commemorated it by participating in a school procession. We experienced immense enjoyment prior to and throughout the parade. I will recount the events that transpired.

Initially, we assembled our costumes. Each class was required to select one student to portray an Indonesian hero. I was selected as the class representative. I attired myself as Cut Nyak Dien. Other pupils donned red and white attire.

After dressing, I traversed the school alongside all the students. We performed the 'Hari Merdeka' song throughout the parade. A marching band was trailing behind us. Unexpectedly, it began to rain. We hurried back to our classroom.

Ultimately, following the cessation of rain, we reconvened at the schoolyard. The headmaster declared the victor of the best outfit. A student from a different class became victorious. He adorned himself as Tuanku Imam Bonjol.

The school parade was enjoyable and reminded us of our national heroes. I felt immense pride. I eagerly forward rejoining this next year.

Nevertheless, the analogous character appears visually on page 179, with accountability depicted clearly. On page 178, pupils sanitize their educational institution. They consolidate all plastic waste into a single bin to facilitate reduction, fulfilling their obligation to maintain a

clean school environment. The image illustrates that being responsible involves accepting accountability for one's actions.

B. Discussion

According to the aforementioned data findings, the author identified that certain character-building elements are included in the selected textbook, which includes both verbal and visual content that encompasses character development within its material.

The study revealed that the selected book encompassed all aspects of character development. There are 18 character-building components out of a total of 18 points created by the Ministry of National Education in 2010. Several pages included several character developments. Character development may be conveyed both vocally and visually, while some may be expressed in either format. The most frequent position is communicative, occurring 25 times. The second position is reading enjoyment, which occurred 24 times. The third place is creative, which occurred 119 times. The fourth place pertains to religion, occurring 16 times. The fifth place pertains to environmental protection, which was mentioned 15 times. The sixth position is the love of peace, which occurred nine times. The seventh position is discipline and responsibility, which appears six times. The eighth position comprises nationalism and hard effort, which occurred five times. The ninth position is social care, which was mentioned four times. The tenth position is occupied by tolerance and inquiry, which appeared three times. The eleventh position is characterized by independence, democracy, and the rewarding of achievement, appearing twice. The final position is honesty and patriotism, which occurred once.

The table presented above outlines three types of linguistic content found in the textbook: instructional form, comedic illustration, and statement form. In terms of visual elements, the study identified picture illustrations as the primary form. This section also compares the present study's findings with those of previous research on character-building content within English textbooks.

The first comparative study was conducted by Husna and Kamar (2019), who analyzed two textbooks: *When English Rings the Bell: Buku Siswa* and *When English Rings the Bell: Buku Guru*. Their research emphasized the need for Indonesian students to achieve 15 out of 18 character values. In their findings, *Buku Guru* addressed seven values, while *Buku Siswa* covered six. These values included religiousness, honesty, tolerance, discipline, creativity, independence, curiosity, nationality, patriotism, communicativeness, peace, reading enjoyment, environmental stewardship, social awareness, and responsibility. Notably, their study utilized the same 18 character-building indicators as applied in the current research.

Another relevant study was conducted by Peransiska (2020), who examined two textbooks: *When English Rings a Bell* and *Think Globally Act Locally*. Her analysis focused only on content from the first semester of the second textbook, while the current study covers material from both semesters using a different edition. Peransiska found that character-building was the most frequently appearing value, with 72 occurrences, accounting for 61% of all character-related content in the first semester of the second textbook. It appeared again 31 times in other parts. Meanwhile, values related to others, the environment, the nation, God, and similar principles are represented in a minimal percentage. From 169 instances of character values, communication appeared most often at 46% (78 times), followed by reading-related values at 32% (54 times).

In addition, Yulianti's (2014) research revealed that the English textbook analyzed in her study included all 18 character-building values. These were presented through both visual and verbal content, with 18 values represented visually and 17 delivered through spoken language. A detailed list of pages featuring each value was provided in the findings section,

while the discussion offered further elaboration. Unlike previous studies, Yulianti's work presented its analysis using multiple tables, offering a structured and visualized format for interpreting textbook content.

The fourth previous study referenced is by Khanadi et al. (2022). Although the textbook and evaluation parameters used in their research differ significantly from those in the current study, their work offers extensive information into how to effectively present the results of an analysis. Their study focused on examining the portrayal of five core character values and their sub-values in the *When English Rings a Bell* textbook for Grade 7 Junior High School, published in 2017 by the Ministry of Education and Culture. The study recorded 101 occurrences of religious values, 81 instances of nationalist values, 59 of independence, 44 of collaboration, and 43 of integrity. In contrast, the present study produced different findings, including a minimal representation of religious values, only three instances, accounting for 1.6%, which is a noticeable presence of nationalist values, and no occurrence of the independence value.

The researchers emphasized the importance of educators acknowledging that character development is essential component of the educational process, equally important as academic instruction. Teachers are encouraged to utilize a variety of resources beyond the main textbook to improve teaching and learning. Investigating character values across other subject textbooks may help determine whether character-building goals are being adequately met. Additionally, observing classroom activities and the broader school environment can provide information into how character education is implemented within the school community.

CONCLUSION AND SUGGESTION

Researcher organized the final chapter into two parts, which are conclusions and recommendations about character development in "English for Nusantara." Drawing from the observations and analysis presented in the previous chapter, the researcher summarizes the character-building components identified in the selected textbook, "English for Nusantara for Grade VIII." The recommendations are intended for educators, readers, future researchers, and prospective authors of similar works.

Conclusion

It concluded that the selected book material, "English for Nusantara," encompasses all aspects of character education. The findings related to character values are presented in two forms, which are verbal and visual. The verbal content consists of three linguistic formats, such as instructional form, comic illustration, and statement form, while the visual elements are represented through picture illustration. Although the textbook was published by the Ministry of Education and Culture through the Pusat Kurikulum dan Perbukuan, certain weaknesses were identified, particularly in the limited representation of character values within some verbal and visual components. The study results indicated that the selected novel encompassed complete character development. The Ministry of National Education 2010 has established 18 character-building points out of a total of 18. Several pages showcased multiple instances of character growth. Character growth may be expressed both audibly and visually, whereas others may be conveyed solely through verbal means. The most frequently mentioned job is communicative, occurring 25 times. The second position is reading enjoyment, which occurred 24 times. The third place is creative, which occurred 19 times. The fourth place pertains to religion, occurring 16 times. The fifth place pertains to environmental protection, which was mentioned 15 times. The sixth position is the love of peace, which occurred 9 times. The seventh position is discipline and responsibility, which appears six times. The eighth position comprises nationalism and hard effort, which occurred five times. The ninth place is social

care, which occurred four times. The tenth place encompasses tolerance and inquiry, which occurred three times. The eleventh position is characterized by independence, democracy, and the rewarding of achievement, appearing twice. The final position is honesty and patriotism, which occurred once. Nevertheless, based on the overall findings, it can be affirmed that “English for Nusantara” effectively integrates character-building elements. As such, the textbook functions as a medium for promoting character education and offers practical examples for students to learn from and apply in their daily lives.

Suggestion

Several recommendations were derived based on analysis and findings.

1. For Teachers

Educators must adopt more innovative approaches in delivering lectures that impart moral ideas to students, enabling them to assimilate and apply these values in their everyday lives.

2. For Readers

This research aims to offer a profound theoretical information and insight into the character-building attributes depicted in English textbooks, serving as a recommendation for picking a certain textbook.

3. For Next Researchers

To reveal previously unexplored aspects of this research, the subsequent investigator should conduct additional, pertinent studies on character development within the educational domain. Ultimately, there will be further substantial findings that can bolster research on character development.

4. For the next English textbook author

The authors of forthcoming textbooks must meticulously consider the material and resources utilized in their creation, especially in relation to the alignment with the character development principles established by the Ministry of National Education in Suyadi in 2010. Consequently, all 18 character-building elements should be included in the forthcoming English textbooks.

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