

An Analysis Of Character Education Values In English Textbook “When English Rings The Bell” For Eight Grade Students Used By Mts Nurul Yaqin

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Abstract

This study aims to describe students' problem-solving skills in solving problems in the Business Statistics 1 course based on mathematical skills. This study uses a descriptive qualitative approach with student subjects categorized into low, medium, and high mathematical abilities. Data was collected through problem-solving tests, answer sheet documentation, and interviews as supporting data. Problem-solving ability analysis refers to four stages, namely understanding the problem, developing a plan, executing the plan, and re-examining the results of the solution. The results of the study showed that students with low mathematical skills were not able to complete the problems completely, especially in the calculation of variance, standard deviation, diagram presentation, and data interpretation. Students with moderate mathematical ability are able to complete some calculation procedures, but still experience shortcomings in the accuracy of concepts and interpretation of results. Students with high mathematical skills are able to solve problems in a more orderly, complete, and according to the concept. Thus, mathematical skills play an important role in the quality of student problem-solving in the Business Statistics 1 course.

Keywords: problem-solving skills, business statistics 1, mathematics skills, students, qualitative research

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kemampuan pemecahan masalah mahasiswa dalam menyelesaikan masalah pada mata kuliah Statistika Bisnis 1 berdasarkan kemampuan matematika. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek mahasiswa yang dikategorikan ke dalam kemampuan matematika rendah, sedang, dan tinggi. Data dikumpulkan melalui tes pemecahan masalah, dokumentasi lembar jawaban, dan wawancara sebagai data pendukung. Analisis kemampuan pemecahan masalah mengacu pada empat tahapan, yaitu memahami masalah, menyusun rencana, melaksanakan rencana, dan memeriksa kembali hasil penyelesaian. Hasil penelitian menunjukkan bahwa mahasiswa dengan kemampuan matematika rendah belum mampu menyelesaikan soal secara lengkap, terutama pada perhitungan varians, deviasi standar, penyajian diagram, dan interpretasi data. Mahasiswa dengan kemampuan matematika sedang mampu menyelesaikan beberapa prosedur perhitungan, tetapi masih mengalami kekurangan pada ketepatan konsep dan penafsiran hasil. Mahasiswa dengan kemampuan matematika tinggi mampu menyelesaikan soal secara lebih runtut, lengkap, dan sesuai konsep. Dengan demikian, kemampuan matematika berperan penting dalam kualitas pemecahan masalah mahasiswa pada mata kuliah Statistika Bisnis 1.

Kata kunci: kemampuan pemecahan masalah, statistika bisnis 1, kemampuan matematika, mahasiswa, penelitian kualitatif

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INTRODUCTION

Nowadays, we often hear a news about deviant behavior and moral crises in society. In Indonesia, character education has recently received a lot of sharp attention from the public. In fact, moral crises

are frequent occurs in the world of education. Character education is an important issue in the world of education (A. Wijayanti & Basyar, 2017). This is related to the increasing prevalence of immoral acts in society and the school environment. Issues of character or morals are not completely ignored by educational institutions. However, looking at the facts of immoral acts around us shows that there is a failure in our educational institutions in terms of growing Indonesian people who are superior and have character. In line with (R. Wijayanti, 2022) today the quality of education in Indonesia is still bad. According to UNICEF data from 2016, violence against teenagers in Indonesia is projected to be 50%. According to data from the Ministry of Health of the Republic of Indonesia in 2017, 3.8% of students admitted to abusing narcotics and hazardous drugs. Therefore, the need for education that can produce Indonesian people is felt to be very important, this is because of action immorality that continues to occur in the younger generation.

Character education in school is crucial for maintaining student morale and integrity (Sari et al., 2023) , in line with (Istandy, 2019), he states that character education is a solution that can change character and reduce moral quality. Besides that, character education is a program that has become the key component of the 2013 Curriculum that the government has socialized since 2010. It focuses not just on students' academic accomplishment but also on character development, and since then all schools have been required to apply this program (Faiziyah, 2013). In line with (Saputra & Gunawan, 2022) states that, educational institutions are not only sites for knowledge transfer, but also for the development of attitudes, behavior, and character. Besides that , according to (Utami et al., 2021) character education has not only become a fundamental problem frequently discussed at the educational level, but it has been stressed in the teaching and learning of the 2013 Curriculum.

The government gives teachers instructions on how to integrate character education into the teaching and learning process, including the use of literature. According to (Lickona et al., 2007) character education should be accomplished through an integrated strategy, which includes all aspects of education, academic curriculum, and courses in school. Learning resources can incorporate character education as well; as a result, when a teacher teaches students using those materials, they are also learning about the importance of character education. In education, the important things is not only the delivery of the material, but also the references used. For example, textbooks contain moral values that can strengthen students' character. In line with (Wardani & Tasnim, 2019) In education, a textbook has an important role. For students, a textbook is one of the sources of information to increase their knowledge. While, the government requires teachers to include character education as a value in the teaching learning process, that involves utilizing of books. While there are various activities that encourage character education, the researcher emphasizes textbooks used in the teaching and learning process because they are a tool to support teachers in their work (Ubay, 2020). Therefore, character education should be emphasized in learning materials as well as in the teaching and learning processes.

Books are one of the sources of science and technology used in schools. Books become an effective teaching medium to increase student knowledge in the learning process which is certainly

adjusted to the level of student education. The large number of books sold in stores is a challenge for teachers to choose books that are appropriate and worth reading for students. The book must have moral values or character education values that can be used as examples for students. In line with (Utami et al., 2021) the textbooks as a source of teaching and learning materials should have the moral principles in order to encourage good character in learners and make character education possible. According to (Sari et al., 2023) that the importance of character education must be emphasized in the textbook. The importance of character education is conveyed through text and image content that can affect students morals and attitudes.

Based on the description above, the researcher want to investigates the character education that are included in the English text book, which are consist of 18 values based on the Ministry of Education and Culture that implemented in Curriculum 13.

METHOD

This study uses content analysis design, because this study aims to determine the character or educational values presented in the text script in grade XI English books used at XI Grade in Mts Nurul Yaqin Gili Air. It enables researchers to systematically examine and interpret textual and visual materials in educational documents. The researcher described the content of the manuscript with reference to the values of character education based on the 2013 Curriculum provided by the Ministry of Education and Culture of the Republic of Indonesia from 2010 and still valid today.

The object of the study was the English textbook *When English Rings the Bell* for eighth-grade junior high school students published by the Indonesian Ministry of Education. The data consisted of dialogues, reading texts, exercises, pictures, instructions, and activities contained in the textbook.

Data collection was conducted through document analysis. The researcher carefully read and examined the entire textbook and identified content representing character education values. Notes and coding sheets were used to classify the data according to the five core values of character education: religiosity, nationalism, independence, cooperation, and integrity.

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which includes data collection, data reduction, data display, and conclusion drawing. The researcher first identified relevant data, categorized them based on character values, interpreted their meanings, and then drew conclusions regarding the representation of character education values in the textbook. To ensure trustworthiness, data triangulation was conducted by comparing findings with previous studies and theoretical frameworks of character education.

RESULTS AND DISCUSSION

This study aimed to identify and analyze the character education values reflected in the English textbook *When English Rings the Bell* for eighth-grade students. The analysis was conducted on the textbook's reading passages, dialogues, exercises, pictures, instructions, and classroom activities. The

findings revealed that the textbook contains all five core character education values promoted by the Indonesian Ministry of Education, namely religiosity, nationalism, independence, cooperation, and integrity.

Table 1. Distribution of Character Education Values in the Textbook

NO	Character Value	Frequency Level
1	Independence	Very High
2	Cooperation	High
3	Integrity	High
4	Nationalism	Moderate
5	Religiosity	Moderate

Religiosity

The value of religiosity was found in several chapters through expressions of gratitude, respect for religious practices, and tolerance toward people with different beliefs. Students are encouraged to use expressions such as "Thank God," "Alhamdulillah," and other statements reflecting gratitude and appreciation.

For example, in dialogues discussing personal experiences and daily activities, students are encouraged to express thankfulness for achievements and blessings. Religious values are also reflected through illustrations showing students respecting one another regardless of their religious backgrounds.

These findings indicate that the textbook attempts to promote spiritual awareness and religious tolerance among students. The inclusion of religious expressions in communicative contexts allows learners to practice English while simultaneously internalizing positive moral values.

Nationalism

Nationalism emerged through topics related to Indonesian culture, traditional ceremonies, historical places, national heroes, and cultural diversity. Several reading texts introduce students to Indonesian tourism destinations, local traditions, and cultural heritage.

For instance, students are asked to describe famous Indonesian places, discuss traditional foods, and share information about local customs. Such activities encourage students to appreciate Indonesia's rich cultural diversity and strengthen their sense of national identity.

The findings demonstrate that the textbook supports the government's effort to cultivate patriotism and national pride among young learners. Through English learning, students gain opportunities to introduce Indonesian culture to a global audience while maintaining appreciation for their own cultural identity.

Independence

Independence was the most dominant character value found throughout the textbook. Numerous activities require students to complete tasks individually, formulate personal opinions, write descriptive texts, answer comprehension questions, and perform self-assessment activities. Examples include: Writing personal experiences, describing family members independently, completing individual projects and presenting personal ideas in front of the class.

These activities encourage students to become autonomous learners who are capable of taking responsibility for their own learning process. The textbook consistently promotes learner-centered approaches that support the development of self-confidence and independent thinking.

Cooperation

The value of cooperation was reflected in pair work activities, group discussions, role plays, and collaborative projects. Students frequently work together to solve problems, exchange information, and perform conversations. Examples include: Practicing dialogues with classmates, conducting group discussions, working on projects collaboratively, and performing role-play activities.

Such activities help students develop interpersonal communication skills, teamwork, empathy, and mutual respect. Cooperative learning situations also provide opportunities for students to learn from one another and build positive social relationships.

Integrity

Integrity was represented through values such as honesty, responsibility, discipline, and commitment. Several dialogues encourage students to tell the truth, keep promises, respect rules, and complete assignments responsibly.

For example, students are introduced to situations where individuals demonstrate honesty when making mistakes or taking responsibility for their actions. Classroom instructions also emphasize punctuality and commitment in completing tasks.

These examples illustrate the textbook's effort to promote ethical behavior and responsible citizenship among students.

Discussion

The findings demonstrate that *When English Rings the Bell* successfully incorporates character education values into English language learning materials. The integration of these values reflects the objectives of the Indonesian curriculum, which emphasizes not only academic achievement but also character development.

The most dominant value identified in the textbook was independence. This finding aligns with the current educational paradigm that encourages students to become active and autonomous learners. According to (Little, 2015), learner autonomy enables students to take responsibility for their learning and contributes to lifelong learning skills. The textbook's emphasis on individual tasks, self-expression, and independent project work supports the development of these competencies.

The second most dominant value was cooperation. Collaborative activities found throughout the textbook reflect social constructivist learning principles, which emphasize learning through interaction and cooperation. (Johnson & Johnson, 2002) argue that cooperative learning enhances academic achievement while simultaneously fostering social and emotional development. The textbook's group discussions, pair work, and role-play activities provide meaningful opportunities for students to develop teamwork skills and mutual respect.

Integrity also appeared consistently across the textbook. The presence of honesty, responsibility, and discipline in learning activities supports students' moral development. Character education scholars emphasize that integrity is fundamental for building trust, ethical behavior, and responsible citizenship (Berkowitz & Bier, 2004). By incorporating situations requiring honesty and accountability, the textbook encourages students to apply these values in real-life contexts.

The findings regarding nationalism indicate that the textbook promotes appreciation of Indonesian culture and identity. This result supports previous studies that found English textbooks in Indonesia often integrate local cultural content to strengthen students' national awareness while learning a foreign language. Through texts about traditional customs, tourism destinations, and national heritage, students develop cultural pride and intercultural competence simultaneously.

Religiosity was present but less frequent than other values. Nevertheless, the inclusion of religious expressions and messages of tolerance remains important because spiritual awareness constitutes one of the central elements of Indonesian character education. The textbook encourages students to appreciate religious diversity and express gratitude, contributing to the development of positive attitudes toward others.

The findings are consistent with the study conducted by (Khanadi et al., 2022), which reported that *When English Rings the Bell* contains all five core character education values promoted by the government. Similarly, (Aminingsi, 2021) found that independence and responsibility were among the most dominant values represented in the textbook. These similarities suggest that the textbook effectively aligns with national educational goals concerning character development.

Despite these strengths, the distribution of character values was not entirely balanced. Independence and cooperation appeared more frequently than religiosity and nationalism. Therefore, teachers play a crucial role in supplementing textbook materials with additional activities that reinforce underrepresented values. Through effective instructional strategies, teachers can ensure that all character education values are equally emphasized in classroom practice.

Therefore, the findings indicate that *When English Rings the Bell* serves not only as a language learning resource but also as a valuable medium for character education. The integration of character values throughout the textbook provides students with opportunities to develop positive attitudes, ethical behavior, social responsibility, and cultural awareness while improving their English proficiency.

CONCLUSION

This study aimed to analyze the character education values reflected in the English textbook *When English Rings the Bell* for eighth-grade students. Based on the findings, it can be concluded that the textbook contains all five core character education values promoted by the Indonesian Ministry of Education, namely religiosity, nationalism, independence, cooperation, and integrity.

Among these values, independence was found to be the most dominant, as reflected in various individual learning activities that encourage students to take responsibility for their own learning, express personal ideas, and complete tasks independently. Cooperation was also frequently represented through pair work, group discussions, and collaborative projects that foster teamwork and mutual respect. Integrity was reflected in activities promoting honesty, responsibility, discipline, and commitment. Meanwhile, nationalism was represented through topics related to Indonesian culture, traditions, and national identity, while religiosity appeared through expressions of gratitude, tolerance, and respect for religious values.

The findings indicate that *When English Rings the Bell* functions not only as a language learning resource but also as a medium for character development. The integration of character education values throughout the textbook supports the objectives of the Indonesian curriculum in developing students who are academically competent and morally responsible. However, the distribution of character values is not entirely balanced, as some values appear more frequently than others. Therefore, teachers are encouraged to supplement textbook materials with additional activities that strengthen underrepresented values to ensure a more comprehensive implementation of character education.

In conclusion, the textbook provides meaningful opportunities for students to develop positive character traits while improving their English language skills. Its content demonstrates a strong alignment with the national goals of character education and contributes to the holistic development of students in the English language learning process.

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