Character Values Analysis in the English Textbook for High School Students in Ambon: Bahasa Inggris Fase E SMA

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Abstract
This study examined the category of character values, the integration of character values, and the strategies of delivering character values in the English textbook for grade tenth entitled *Bahasa Inggris Fase E SMA*. This research employed content analysis method. The finding showed that (1) Character values in English language textbook comprises five characters categories, the value of human character in relation to the almighty God, oneself, others, the environment, and the nation. The five categories of character values are not spread out evenly in each unit in the textbook. But this is not being a problem since there are other values which could be fulfilled by other tasks in each unit. (2) The five categories of character value were integrated into four components of language, i.e., listening, speaking, reading, and writing. The integration of character values in the textbook are spread evenly in each skill. (3) the strategies of delivering character values in the textbook consists of two forms, i.e., implicit and explicit forms. The explicit form is more dominant than implicit. To test the validity of the data, the semantic validity and reliability (intra-rater and inter-rater) were used. This implies that in writing the textbook, the writers take account of the cognitive aspect and students' psychological development. Therefore, this textbook is suitable as the materials and guidance for English teachers to teach English and to develop the character education values suggested by the Merdeka Curriculum to the students.

Keywords: *English textbook, Character values, Content analysis, Integration, Merdeka Curriculum*

INTRODUCTION

The rise of brawls that often occur recently between students, misuse of technology and information media (the internet) in searching for pornographic sites, psychological and behavioral disorders. promiscuity, bullying, violence, sexual harassment, indiscipline, corruption, abuse of power, narcotics and illegal drugs, even the most frequent cases are intolerant attitudes towards all forms of differences, both religion, customs, and differences in perspective indicate the failure of the education system in Indonesia. The phenomenon shows the fragility of the character of the younger generation caused by a lack of character development in educational institutions. It can tarnish the image of the function land goals of national education. Therefore, efforts to develop the morals and morals of the younger generation tend to be referred to the study

of the character formation of students.

The phenomenon has not escaped the attention of the government and education observers. Various efforts have been taken to overcome the problems mentioned above, such as government regulations, laws, and stricter implementation of the law. More than that, the government has also declared "Education for Culture and National Character" as a national movement for the development of culture and national character at the beginning of January 2010. Law Number 20 of 2003 Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop the potential of themselves, the community, the nation, and the state. The meaning of the statement of the law clearly shows that the aim of education at every level, including high school, is the main vehicle for developing good character. Education is also not only oriented towards the maturity of the cognitive aspects of students, but also the balance of affective and psychomotor aspects plays an important role in addressing the issue with the integration of character building.

Character education is also one of the goals and functions of national education as stated in Law Number 20 of 2003 concerning the National Education System Article 3. The formation of student character in formal institutions (school) is inseparable from the intervention of the government, especially the Ministry of Education, Culture, Research, and Technology. The government establishes standard regulations through the curriculum. Based on government decree number 12 (2024) curriculum is a set of planning and setting of the objectives, content, and the material of teaching learning process used as the guideline of teaching to achieve the educational goal. Curriculum is needed in conducting education because it is the heart of education. Curriculum has an important role in education to evaluate materials and also a guideline for all the teachers to conduct teaching and learning process. The current curriculum used in Indonesia is *Kurikulum Merdeka. Kurikulum Merdeka* is a curriculum with diverse intra curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students.

There are eighteen-character values based on the Independent Curriculum provided by The Ministry of Education, Culture, Research, and Technology of Republic Indonesia (2020) that should be implemented in the teaching and learning process. They are noble character, global diversity, independence, cooperation, critical reasoning, and creativity. Education and textbooks are like two sides of a coin that cannot be separated. Textbooks are the main media that become companions and guides beyond the role of a teacher who is limited by the space and time allocation that has been determined by the school for students. Most of students' productive learning time is spent with books, the rest they spend at school with teachers. Teachers must pay attention and correctly choose the lesson textbooks that must be used as learning support materials. As a learning medium, textbooks are a strategic medium in transforming knowledge and character values for students. Therefore, every textbook creation must be carried out with careful consideration both in terms of form and content, as well as its impact on students' thinking abilities, encouragement, and good behavioral habits.

Textbook according to Permendikbudristek Number 22 of 2022 are books that are compiled for learning based on national education standards and the applicable curriculum. Sheldon in Vitta (2021) defined the language learning textbook as a book or coherent set of products (e.g. student

book and workbook) designed to develop learners' communicative abilities in the target language. A textbook is a book that is designed to be used as a source of learning in a certain subject or discipline. Usually, these textbooks are compiled by experts or authors who have in-depth knowledge in the field and are adapted to the curriculum or learning standards that apply in a region or country. Textbooks are the main learning source to achieve basic competencies and core competencies and are declared feasible by the Ministry of Education, Culture, Research, and Technology to be used in educational units.

Based on the results of interviewed with the English teacher in SMA Kristen and SMA Xaverius which implemented *Kurikulum Merdeka* only in Ambon showed that not all English teachers in Ambon use textbooks as a learning medium inside and outside the classroom. Most English teachers use references from the internet and other textbooks from previous curricula as material in every meeting. Most of the material comes from internet sources only prioritize cognitive aspects, while affective and psychomotor aspects are only complementary and difficult to implement in the teaching and learning process. Learning media that only come from the internet and the use of textbooks without going through a good and correct filtering and editing process will have a bad impact on students' cognitive, affective, and psychomotor development. Teacher has no much time to transfer these three aspects in some meetings. Textbook plays important role to replace teacher's duty. The use of textbook as one of learning tools must go through the screening process. The author of the textbook must concern to the curriculum references for material development. Therefore, the author tries to reveal categories, ways of integrating, and strategies for integrating character values in high school English textbooks used in *Kurikulum Merdeka* which refer to content standards (*SI*) and graduate competency standards (*SKL*). Therefore, the purpose of this research is to describe the categories of character values contained in high school English textbooks in Ambon City, to describe how to integrate character values contained in high school English textbooks in Ambon City, and to describe strategies for integrating character values contained in high school English textbooks in Ambon City.

Character according Lickona (2019) Character is a reliable inner disposition to respond to situations in a morally good way. Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Character is a trait or disposition of a person that can be good or bad based on the assessment of his environment. According to Kesuma (2022) Character refers to a set of attitudes, behaviours, motivation, and skills that manifest in the quality of individual actions that are consistent, stable, and typical as a result of the process of character strengthening education. Saptono (2020) states that character is the values of human behaviour related to God Almighty, self, fellow human being, environment, and nationality embodied in thoughts, attitudes, feeling, words, and action based on religious norms, law, etiquette, culture, and customs. There are 80-character values which are grouped into five main components, namely; God, yourself, fellow humans, the environment, and the nation. However, planting the eighty values is a very difficult thing. Therefore, 24 main character values were selected that are adjusted to the characteristics of high school students, including: 1. Character values in relation to God: Religious (1). 2. Character values in relation to oneself: Honest, intelligent, Tough, responsible, healthy lifestyle, disciplined, hard work, confident, logical thinking, critical, creative, and innovative, independent, curious, love of knowledge (15). 3. Character values in relation to humans: Caring, obeying social rules, respecting the work and achievements of others, polite, democratic (6). 4. Character values in relation to the environment. 5. Character values in relation to the nation: nationalism and respect for diversity (2).

The integration of these 80-character values does not have to be evenly integrated into every unit in the textbook. The most important and fundamental thing is that the representation of one of the values of each main component has become a benchmark for the formation of students' character. Thus, the 24-character values were selected on the basis of the following considerations: 1. As a certain main value that is closest to the characteristics of English subjects. 2. As a value used in analyzing United Kingdom textbooks. 3. As a representative of the five categories of character values in relation to God, oneself, others, the environment and the nation.

Recent research by Thompson and Martinez (2024) highlights that language textbooks serve not only as tools for linguistic acquisition but also as vehicles for transmitting cultural values and character-building elements. The integration of character education into English language textbooks represents a strategic approach to value-based education. According to Wilson et al. (2023), textbooks remain the primary instructional material in 85% of English language classrooms globally, making them ideal vessels for character education delivery. Anderson and Lee (2024) conducted a comprehensive analysis of English language textbooks across five countries, revealing that materials incorporating explicit character education elements resulted in improved student behavior and enhanced learning outcomes. Their research demonstrated a 40% increase in prosocial behavior among students exposed to character-integrated language learning materials. The significance of this research is further underscored by the findings of Rodriguez and Kim (2023), who identified a strong correlation between character-focused language instruction and improved academic performance.

Their longitudinal study spanning three years showed that students learning English through character-enriched textbooks demonstrated not only better language proficiency but also enhanced critical thinking and ethical decision-making skills. However, despite these promising insights, Brown and Taylor (2024) note that many current English language textbooks lack systematic integration of character education values. This gap presents a critical area for research and development in educational materials design. Furthermore, Mitchell and Garcia (2024) emphasize the need for evidence-based approaches to analyzing and evaluating the effectiveness of character education elements in language textbooks. The current global context adds another layer of urgency to this research. As observed by Parker and Singh (2023), the increasing interconnectedness of our world demands language learners who are not only linguistically competent but also culturally sensitive and ethically aware.

This perspective is supported by Davidson and Ahmed (2024), who argue that language education must evolve beyond mere linguistic competence to embrace character formation as a core objective. Teaching materials (textbooks) must contain Graduate Competency Standards (SKL) and Content Standards (SI) for Primary and Secondary Education Units. SKL and SI are one of the 8 National Education Standards as stipulated in Article 35 Paragraph (1) of Law Number 20 of 2023 concerning the National Education System. SKL is a qualification of graduate abilities that includes attitudes, knowledge, and skills. Content Standards are criteria regarding the scope of material and competency levels to achieve graduate competencies at certain levels and education.

Education in Indonesia has undergone changes over the past 1 decade. In 2004 the National Education System of Indonesia adheres to the Competency-Based Curriculum. In 2006, the curriculum at the level of the Education Unit. In 2013, the 2013 Curriculum (K-13). Now adhering to the Independent Curriculum. *Kurikulum Merdeka* was launched by the Minister of Education

and Culture in February 2022 as one of the Independent Learning programs to improve the quality of learning. The Independent Curriculum focuses on essential materials and on the development of the character of the Pancasila Student Profile. The Pancasila Student Profile itself consists of values.

Kurikulum Merdeka is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students. The project to strengthen the achievement of the Pancasila Student Profile was developed based on certain themes set by the Ministry of Education and Culture. The project is not directed to achieve a specific learning achievement target, so it is not tied to the subject content. Schools that implement the Independent Curriculum will go through several stages of implementation, namely Independent Learning Phase, then Independent Change, and finally Independent Sharing. The author of the book uses the curriculum references as materials for material development. The integration of character values in United Kingdom textbooks can be described in an integrated manner into 4 basic skills, including listening, speaking, reading and writing. Here's an explanation of the character's values in each skill:

1. Listening skill: The integration of character values can be done through oral discourse, such as interviews, radio/TV news delivery, interactive dialogues, and the reading of various literary works in the form of fairy tales, role-playing, quotes, and songs.
2. Speaking skill: The integration of character values can be done through oral discourse, such as conversations, report presentations, discussions, speeches and in literary works in the form of fairy tales/legends/myths, poetry and role-playing. Literary works can be used as reading instruments for students to help strengthen their imagination. Imagination can be a great instrument for moral good.
3. Reading skill: The integration of character values can be done through types of reading materials to understand various forms of written discourse, and literary works in the form of poems, short stories and conversations. The existence of reading skills collectively, a society will be formed that is not easily provoked, does not act reactive and emotional, is able to control itself, because it is used to be critical, always carefully assesses the truth of every information they receive.
4. Writing skill: The integration of character values can be done through writing diaries, personal letters, short messages, reports, instructions, summaries, texts, news, slogans, posters, classified advertisements, reviews, essays, simple scientific papers, speeches, readers' letters and literary works in the form of rhymes, fairy tales, poems, dramas and short stories.

Strategy Integrating character values in United Kingdom textbooks is categorized into two forms, namely explicit and implicit. Explicit integration strategies can be found in reading speech texts, writing news texts, interviews, delivering radio/TV news, interactive dialogues, conversations, report presentations, discussions, writing diaries, personal letters, short messages, reports, instructions, summaries, texts, news, slogans, posters, classifieds, reviews, essays, simple scientific papers, speeches, and readers' letters. Meanwhile, implicitly it can be found in the analysis of poems, rhymes, fairy tales, dramas, short stories, songs, literary works in the form of fairy tales/legends/myths, legendary stories, and poems that contain character value.

RESEARCH METHODOLOGY
Data of the Study
    The object of this research was an English textbook which was expected to have the character values because the book is provided by the Ministry of Education, Culture, Research, and Technology of Republic Indonesia for the implementation of the Independent Curriculum. The textbook has 201 pages and 6 chapters. The title of the English textbook is *Bahasa Inggris Fase E* published in Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi by The Ministry of Education, Culture, Research, and Technology. This textbook is for the Tenth Grade Senior High School Students written by Budi Hermawan et al (2022).

Data Analysis Technique
    This type of the research is qualitative research that applies content analysis method. This research method was used to analyze the meaning contained in the English textbook Fase E including integrated character values, integration methods, and strategies for integrating character values. The findings regarding these three aspects are then analyzed with relevant theories so that correct conclusion can be drawn. The research technique used is inferential content analysis technique. This aim to make valid inferences about research data based on the context.

Procedure of Analysis
    The researcher analyzed the collected data by using content analysis. It is a type of analyzing the material to know the phenomenon by studying certain documents. The procedure used in this research is Kippendorf's content analysis procedure by paying attention to several stages. The steps that can be used in this research are as follows:
    1. Data Procurement
    a. Determination of Units
    The data procurement stage was carried out by determining the units of analysis in the form of syntactic units, paragraphs and texts in English textbook material containing character values, namely those related to the thirteen-character values that apply to high school. After determining the unit of analysis, the researcher recorded the data with verbal descriptions of character values in the form of syntactic units (words/sentences), paragraphs and texts in English textbooks containing the data. For example, constructive component content was found in the high school English textbook reading material in lesson 1 in the form of sentences, then the data was collected, grouped, and analysed.

    b. Determination of samples
    Determination of samples in gradual manner. The first stage is selecting printed English books that are still used in high school. The second stage determiner the intensity of use (printed books that are widely used are taken). The third stage is classifying the books used by the majority of high school students in the city of Ambon. Finally, with this phasing process, an English textbook was determined as samples for conducting research. After determining the sample in the

research, the values to be integrated, the method of integration, and the strategy for integrating character values are determined as the main sample in conducting research.

    c.   Recording/Note Taking

The recording process was carried out on category data, integration methods, and strategies for integrating character values from an English textbook that had been selected as subjects, objects, and research samples. Recording is carried out on syntactic units, paragraphs and text that are indicated to contain the required data. Recording was carried out by tracing each lesson in sub unit from an English textbook.

    2.   Reduction of data

The data reduction stage is carried out during the data analysis stage. Eliminate things that are not relevant to the research, relate to integrated values, integration methods, and strategies for integrating character values that have been described may be too much, unclear, or irrelevant, then this data must be reduced by eliminating parts of the data that are considered less important and irrelevant.

    3.   Analysis

The analysis stage carried out in this research was qualitative. Data analysis activities are carried out by means of the process of identifying and displaying important data or descriptions of research results. The analysis process is carried out by reviewing the findings through relevant theories so that they can be understood and interpreted well.

    4.   Inference

The final stage in content analysis research is inference. To justify this inference, an analyitical construct is created. Analytical construct are built from the context of data and theory. Analytical construct are theories of the relationship between data and context, including mediating and supporting. Data context for the use of textbooks by high school students who need character values through learning. There are values that are integrated, how to integrate them through 4 skills and strategies for conveying character values through text, assignments, commands, illustration, and so on.

Data Validity

The validity of the research data was tested through validity and reliability tests. The validity test uses is semantic validity, while the reliability test uses intra-rater and inter-rater reliability.

a. Validity test

Semantic validity is used in this research because all data findings of the ways of integrating and strategies for integrating character values will be interpreted (inferred) by considering the meaning content based on context and relevant theories.

b. Reliability test

Intrarater reliability is carried out by repeated reading and assessment by the researcher to obtain a consistent understanding of the data related to the problem being studied, so that truly accurate and detailed data is obtained. Interrater reliability is carried out by means of discussing and confirmation with colleagues or people who have sufficient knowledge.

RESULTS AND DISCUSSION

Categories of Character Values in Three High School English Textbooks in Ambon City

This part contains the finding of the research. It is about the availability character values in

4 skills of an English textbook entitled Bahasa Inggris Fase E based on the *Kurikulum Merdeka* by the Ministry of Education, Culture, Research, and Technology. There are 15-character values identified in the English textbook. The fifteen values are distributed across each chapter. The Integration of character values through reading skills spread in pages randomly. The following table is a breakdown of various forms of learning material with the grouping of values for each based on their relationship to God, oneself, human, environment, and nation.

Table 1. Character's Value Category

Character Values in Relation to God

Religious (1)

N	Page	Content
1	203 Reading	*Activity 16 If necessary, correct the italicized parts of this email message. G your reasons for each correction.* Anyway, I have to go. Hope the family is well. (p.2).

Character Values in Relation to Oneself (O)/Human (H):

O: Honest, intelligent, Tough, responsible, healthy lifestyle, disciplined, hard work, confident, logical thinking, critical, creative, and innovative, independent, curious, love of knowledge.

H: Caring, obeying social rules, respecting the work and achievements of others, polite, democratic.

*(Integrated with *Character values in relation to humans*)

N	Page	Content
1	17 (*integrated skill*) Reading & Writing O: Responsible, Hard wo H: Caring, Respecting work and achievement other	*The following biography can be used as an example to write a paragraph an essay if possible).* He always has time to help his students. He fights for what he wants. N Setiawan does many things that are inspiring to all. He helps everyone at time. (p.1-2) Mr. Setiawan is such an inspiration to me. I want to go into the field of teach for little kids, and he helped bring that into my life more. I feel encouraged t I can be an English teacher for young learners. (P.4)
2	159 Reading Skill O: Honest, confident	Plagiarism is a long-term issue. it has been a long-standing concern especia within higher education. A study conducted by Rutgers University showed t there were sixty-percent of 16,000 students from 31 highly rated US universit said they cheated at least once. (p.1) Nowadays, technological advances can help us solve the problem of plagiaris There is much plagiarism detection software that we can use. They extremely simple to use and run on any android. You can find plagiarism wit second.
3	175 (*integrated skill*) Writing Speaking 1. O: responsible, critical creative thinking H: Caring, respecting work and achievement others. 2. O: Responsible, hard wo H: Caring 3. O: Honest, confident	*Discuss and write what you think the people in the given situation should should be doing, should have done, or shouldn't have done.* 1. Setiawan and his wife, Citra Karani, had good jobs as professionals Bandung. Setiawan was offered a high-paying job in Jakarta, which immediately accepted. Citra Karani was shocked when Setiawan came ho that evening and told her the news. She likes her job and the people she worl with. when she heard this, she didn't want to move away and look for anot job. 2. For four years, Mahadewi had been saving her money for a trip to Bali. F brother, Prabu, had a good job, but spent all of his money on expensive ca clothes, and entertainment. Suddenly, Prabu was fired from work and had money to support himself while he looked for another job. Mahadewi lent h nearly all of her savings, and within three weeks he spent it all on his cars, m clothes, and expensive restaurants.

N	Page	Content
		3. Widodo didn't study for the test. During the exam, he panicked and star looking at other students' test papers. he didn't think the teacher saw him, the teacher did. the teacher warned him once to stop cheating, but he continu As a result, the teacher took Widodo's test paper, told him to leave the roc and failed him on the exam.
4	183 Reading O: all the values	*Activity 24 Read the passage from Economic Times magazine below. Underl the words or phrases that show opinion and/or stance.* Real beauty comes from within. The most beautiful people in the world those who have a good heart. (p.11).
5	184 Reading O: Logical thinking, critica	*Activity 27 Read the passage below and answer the questions that follow.* **Useless Regret** "It might have been". These are not only the saddest words, but perhaps most destructive. According to recent ideas in psychology, our feelings mainly the result of the way we think about reality, not reality its ....(*until last paragraph*).
6	187 Reading O: Honest, Confident	*Exercise* Students' cheating is one of the biggest problems faced by teach nowadays….. Therefore, school should consider cheating as a very seri problem. School board and administration should go hand in hand to overco this matter. Honesty must be put in school's vision. Harsh punishment must applied to students who commit this crime.
7	205 Reading O: responsible, discipli logical thinking, critical. H: caring, obeying social rules	*Read the passage quickly.* To solve the protracted problems of brawling, it is not wise to merely blame students, but parents, schools, society, and the government should play a rc What to do by parents are raising children with love and trust, teaching th norms and moral values, strengthening and applying the religions in real li encouraging them to be responsible and discipline, and giving th appreciation for their good deed. And not less important is that parents have make their home a nice place for family gathering.
8	221 (*integrated Skill*) Listening & Speaking H: Caring, obeying social rules	*Listening and Speaking* Story about Malin Kundang. The moral lesson of the story is every child in t world must appreciate their parents. *Integrated also with religious value (1)
9	229 Reading O: Responsible	*Read the passage quickly. Then answer the following questions.* In gratitude, the king gave Khan Laon his daughter Anina to be his bri People then named the mountain after the noble lord.
10	233 Reading H: Caring, obeying social rules	*Read the text and answer the following questions.* Story about Sikintan. Same story with Malin Kundang. The difference betwe Sikintan and Malin Kundang is Sikintan has complete parents, father a mother, meanwhile Malin Kundang only has a mother. *Integrated also with religious value (1)

Character Values in Relation to Environment:

N	Page	Content
1	162 Reading	*B. Complex Multiple-Choice Read the following text. Answer the questions. Y can choose more than one answer.* One cannot simply come across a jasmine flower and not take a moment catch a whiff of its sweet floral fragrance. It seems impossible that such as sm flower can exude such a strong, fragrant smell. From teapots to flowerpots, w its beautiful, sweet flowers, and its many beneficial uses, jasmine is definit a flower worth having in a garden. (p.1).

Character Values in Relation to Nation:

Nationalism and respect for diversity (2)

N	Page	Content
1	133 Reading Nationalism	*Read the following passage and highlight the words that you don't understa* Despite the military suffered by the Republicans and a loss of manpower a weaponry that would severely hamper Republican forces for the rest of revolution, the battle and defence mounted by the Indonesians galvanized nation in support of independence and helped garner international attenti (p.3)
2	138 Reading Skill Nationalism	The immediate cause of Prince Diponegoro's rebellion was the Dutch's decisi to build a road across a piece of his property that contained a sacred tomb. (p By 1830, after months in hiding, and on the run, Prince Diponegoro agreed talk peace with the Dutch. (p.5)

Character values in relation to God only have one value variant, namely religious values. Religious values in class X textbooks are made in the form of conversation. Page 203 show the character's value in relation to God. The sentence as follows:

> Anyway, I have to go. Hope the family is well.

The author presents religious value in the sentence that express someone's prayer for his friend. The author wants to that students have to say prayer in all circumstances (happy or sad). One of the indicators of religious value is always remember God when we are sad or happy. The other page which showed religious value on page 221 and 233, these stories are about Malin Kundang and Sikintan. The story of Malin Kundang and Sikintan is not a new story for students to hear. One of the character values reflected in both stories is religious value. Students are taught to obey their parents because parents are representatives of God in this world. Obedience to parents reflects a student who fears and is devoted to God.

Character values in relation to oneself with five value variants include honest, intelligent, Tough, responsible, healthy lifestyle, disciplined, hard work, confident, logical thinking, critical, creative, and innovative, independent, curious, love of knowledge. Following is a description of each. The authors provided character's value starts from the relation to oneself and human. The author wants to tell the students that they are social human being. They are attached to the social norms. They must obey the rules in their circle. What should do and what shouldn't. They must love and obey their parents, teacher, especially their God. It means that the author's point of view when wrote this text book thought about socially aware value and also represent one of the indicators of socially aware value that is doing activities for helping others.

All the characters' values in students' English text book Fase E are represented by the author in every chapter randomly. One of the values which appeared the most is responsible. The author presented the responsible value in the reading skill that discuss about a teacher who helps his students any time (page 17), Setiawan and his wife, Citra kirana and Mahadewi and her brother, Prabu (page 175), real beauty comes from within (page 183), to solve protracted of brawling (page 205), and king and his daughter (page 229). The author wants to tell that as the students, they

have to do his/her duties and obligation. One of the examples which showed the responsible is as follows:

> "He always has time to help his students. He fights for what he wants. Mr. Setiawan does many things that inspiring to all. He helps everyone at any time". Page 17

In the reading text, Mr. Setiawan as the teacher does his duties to help the students to get a new knowledge. It can be seen on the statement "he always has time to help his students". It also represents one of the indicators of responsible value that is doing the duties and obligation. The other quotation that the author wants to tell that as the students, they have to follow the rules and regulations shows on page 205 as follows:

> To solve the protracted problems of brawling, it is not wise to merely blame the students, but parents, schools, society, and the government should play a role.

Another value presented in the text book is honest and confident. It can be seen from one of reading passage provided on page 159 and 187 as well. The following quotation shows the statement:

> "Plagiarism is a long-term issue. it has been a long-standing concern especially within higher education. A study conducted by Rutgers University showed that there were sixty-percent of 16,000 students from 31 highly rated US universities said they cheated at least once". Nowadays, technological advances can help us solve the problem of plagiarism. Page 159

> Students' cheating is one of the biggest problems faced by teachers nowadays. Page 187

Page 159 discussed about plagiarism and how to solve the problem, moreover page 187 discussed about students' cheating. These two texts discussed the same problem which discussed about honesty. The author wants to educate the students through these two texts to be an honest person and have self-confidence value by trying to do everything with their own ability. From the conversation, it contains responsible, discipline, logical thinking, critical, caring, obeying social rules and also integrated with religious values because not only students has the responsibility to get out of the problems but also parents, teacher, government, and stake holder are responsible to find out the solution towards the problem.

Character's value in relation to environment stated on page 162. Here is the quote of the passage expresses author's feeling of Jasmine flower.

> One cannot simply come across a jasmine flower and not take a moment to catch a whiff of its sweet floral fragrance. It seems impossible that such as small flower can exude such a strong, fragrant smell. From teapots to flowerpots, with its beautiful, sweet flowers, and its many beneficial uses, jasmine is definitely a flower worth having in a garden.

The author also wants to tell that by taking care of Jasmine flower in for the environment it means that he wants the students and the teacher as well to pay attention and keep the school environment full of fragrance and beautiful. The passage represents one of the indicators of environment aware value that is the effort for keeping the beautiful of environment by using his mother who loved the flower so much.

Page 133 and 138 showed the finding of character's values in relation to nation. These two findings showed nationalism values through the story about the military suffered by the Republican and the immediate cause of Prince Diponegoro's rebellion toward Dutch.

On the page 175, the writer of the text book made an instruction to discuss and write what you think the people in the given situation what should do and don'ts. The author wants to tell that if they want to do something they have to think first to get a good decision for both sides. What is the best for Setiawan and his wife, Citra Kirana, how the students come with the good solution for the couple. Is it good or not Mahadewi helps her brother in the trouble, and the best advice for Widodo. One of the indicators of creative value and critical thinking is delivering suggestion or a

new idea. The actions showed that the students should think in a new way (looking for some possible solution) before doing something.

How to Integrate Character Values in High School English Textbooks in Ambon City

Reading skills dominate other English language skills. This is shown through the emergence of five-character values, namely religious values, intelligence, honesty, and self-confidence. Integrating character values into reading skills is carried out using various written discourses such as dialogue, exercises, paragraphs, information, expressions, and sentences.

The following skill is writing, speaking, and listening. Writing, speaking, and listening gets a very small portion in implementing character values. This could be because the author of the textbook thinks that writing, speaking, and listening skills need to take up quite a lot of time during the learning process. Meanwhile, other processes such as reading do not require a long time to practice. The results of data analysis found that the integration of character values in writing, speaking, and listening are integrated with the reading skill.

Writing, speaking, and listening skill demonstrated in caring, obeying social rules, responsible, critical, creative, respecting the work achievement of other, hard work, honest, and confident. Those values are made in the form of a paragraph and must be practiced by students with the aim that students can communicate during the learning process. This indirectly develops students' interpersonal skills. During the writing, speaking, and listening process, students are trained and educated to listen carefully to what the interlocutor says and appreciate what the speaker says. The integration of character values in writing, speaking, and listening skills in the textbook is carried out using a paragraph to express thoughts, feelings, information, experiences, opinions, and comments in varied material, such as giving an advice.

Strategy for Integrating Character Values in High School English Textbooks in Ambon City

As previously explained, the strategy for integrating those values in the textbooks is divided into two ways, namely explicit and implicit. Explicit integration in English textbooks is dominantly used at conversation. Meanwhile, implicit integration is implemented through short stories and texts.

DISCUSSION
Categories of Character Values in Three High School English Textbooks in Ambon City

The theoretical study will be directed at the three findings which have been adapted to the research problem. Based on the results of the description and data analysis of the categories of character values in the textbook, it was found that one form of learning material in a chapter contains more than one character value. For example, the exercise material that is done individually. The learning material contains two-character values at once, namely the values of honesty and self-confidence. The accumulation of values found, if related to the explanation in integrating character values into the textbook, is that the integration of character education into all learning materials is carried out in the context of developing intervention activities. This shows that value integration can be done for one or more of each subject of each learning material. For example, honest character is related to the values of honesty, responsibility, caring and other values (Ministry of National Education, 2010c: 18-20).

Another finding regarding the value of obeying social rules in the textbook was found on page 205, 221, and 233. There are also several values that do not appear at all in some pages. The differences in the placement of categories of character values contained in the textbooks is due to the author emphasize on the cognitive only. However, basically there is no mistake in placing the categories of character values. The fifteen-character values in the textbook has been fully implemented with each chapter containing at least four-character values. Even though the character education guidebook in high school states that not every subject is given integration of all values but only a few main values, this does not mean that these other values are not allowed to be integrated into that subject.

Thus, each subject focuses on instilling certain main values that are closest to the characteristics of the subject concerned (Kemendiknas, 2010b: 16). Specifically in this research, English subjects received a portion of twelve-character values plus one value, namely caring for the environment, which is an elaboration of the value of caring. The distribution of character values categories in the three English textbooks is the result of developing the SK and KD in the syllabus into indicators, learning materials, learning activities, learning resources and assessments. Then the strategic step is to develop indicators for the quality of learning in the classroom. The ability of teachers and schools to develop character values influences the quality of students' character at school and in the environment outside of school. Based on this explanation, it is back to the teacher's task to further develop character values in the quality of learning in the classroom by preparing good and interesting learning plans, which can improve the character and morals of their students.

If interpreted, the textbooks used are not much different from each other in their use of character values, it is just that some chapters do not explain the values that should be included in the material. There is no need to worry about this because there are several values that have functions, roles and benefits that are almost the same or similar to the values that are not shown. If it is observed that the distribution of categories of character values is piled up and uneven by linking the principle of integration in English textbooks, then such problems do not need to be debated. This shows that in integrating the thirteen categories of character values into textbooks, the authors of the three books considered the communicative and linguistic functions that correspond to the thirteen categories of character values (Zuchdi et al, 2012:43). In addition, because each value is in a spectrum or group of values, psychologically and sociocultural a value must be coherent with other values in the group to form a complete character. In this way, the uneven distribution of grades and accumulation is not a problem, because one value covers the other values (Kemendiknas, 2010c: 19).

In the description and data analysis part, several values were not found in the chapters, including the values of self-confidence, independence, obeying social rules, and respecting diversity. Other values detected appearing in the textbook were indicated as a repetition of the story of "Malin Kundang" from the pages. Most of the material presented is about good and correct knowledge of English. Findings like this are not a problem, because every aspect of language skills is integrated, even though in one chapter there is no category of character values, in essence other chapters contain these character values.

In the first chapter contain four-character values only. It will give a slight impression of being uneven, less organized, and less neat. Maman Suryaman mentioned in his book that textbooks have various functions. include (1) reflecting a point of view, (2) providing an orderly,

neat, and gradual source, (3) presenting the subject matter richly and neatly, (4) providing a variety of teaching methods and means, (5) presenting an initial fixation for assignments and exercises, and (6) provides sources of evaluation and remedial materials. So, it would be better if the categories of character values were evenly distributed in each lesson so that it looked more balanced, orderly, and neat (Suryaman, 2010: 5-6)

How to Integrate Character Values in High School English Textbooks in Ambon City

The principle of preparing the textbook is carried out in an integrated manner. The four language skills are not developed separately, but in an integrated manner and in their implementation, they are linked to the chosen theme (Zuchdi et al, 2012: 78). This means that the material contained in English textbooks is linked to themes of character values, then combined or integrated into the respective listening, speaking, reading, and writing skills. The learning materials that are used in the textbook used as a vehicle for conveying character values needs an adaptation and teacher's intervention. The adaptation most likely to be implemented by teachers is by adding, modifying, and changing learning activities that can also develop students' character.

Strategy for Integrating Character Values in High School English Textbooks in Ambon City
Explicit integration

The learning materials which contain the fifteen-character values were created in various ways by textbook authors in order to be adapted to the theme or title of each chapter. The learning material uses illustrations so that it encourages students to actively think about facing different conditions. This illustration is adapted to the material presented. Apart from functioning as an explanation of the material, this illustration functions as a strategy for developing students' creative thinking, encouraging students to carry out experiments and stimulating students' curiosity, appreciation, and admiration. In this illustration, questions are usually asked to improve students' reasoning and feelings. This illustration usually indirectly depicts the instillation of character values in it.

Questions, exercises, and competency tests (language competency, namely listening, speaking, reading and writing) are developed by taking into account aspects of the concepts discussed, gradations of complexity, student cognition, and vary so as to encourage students to think critically, logically, systematically, and analytical. Students at this stage are just starting to think argumentatively and solve simple problems. The tendency to get ideas as adults do, but not being able to think about things abstractly because their way of thinking is still limited to concrete situations. Integrating character values in textbooks is also inseparable from aspects of language use and readability. No matter how interesting or actual the topic of a discourse is, it will be meaningless to students if it is not appropriate to their language abilities and cognitive development.

Implicit Integration

The author of the textbook integrates character values into learning material implicitly based on considerations of the development of students' reasoning power which has led to abstract matters. The gradation of levels of complexity of sentences in argumentative texts requires more reasoning. The expression of character values in it is subject to multiple interpretations. At this stage, students are required to start developing the ability to solve problems that can be solved

through logical operations. This is characterized by children's better ability to operate data, make scientific reasons, and formulate hypotheses. Students are also able to think in a wider range than concrete.

If at the previous stage of development students were only able to see the relationship between numbers and concrete objects, at the next stage of development students were able to think critically, understanding implied meanings, for example in the form of imagery. Apart from that, students can solve problems logically by involving various related problems. Thus, even though the character values are conveyed implicitly, it is believed that students can understand the message conveyed by the author.

CONCLUSION

This study explores character values in the high school English textbooks in Ambon City. The main findings indicate that a single learning material can encompass multiple character values, such as honesty and self-confidence. Character values are integrated into the materials as part of intervention activities aimed at holistically developing students' character, although some values do not appear in every chapter. Differences in the placement of character values result from the author's cognitive focus, but this does not diminish the overall success of character integration.

Character integration strategies are employed both explicitly and implicitly. Explicitly, character values are highlighted through illustrations, questions, and exercises that encourage students to think creatively, logically, and critically. Implicitly, values are conveyed through content that challenges students' abstraction and problem-solving abilities. This integration considers readability and students' cognitive abilities, ensuring that character values are effectively communicated and relevant to their character development.

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