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**INDONESIAN TEACHING MATERIALS FOR
MULTICULTURAL CHARACTER EDUCATION
IN SINGAPORE INDONESIAN SCHOOL**

***(Bahan Pengajaran Bahasa Indonesia Dalam Pendidikan Sahsiyah
Multibudaya Bagi Sekolah Indonesia Di Singapura)***

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ABSTRACT

Character education must be instilled, one of which is through learning with teaching materials containing multicultural-based character education. In the Indonesian School of Singapore (SIS), Indonesian students use a textbook by the publisher Erlangga as their teaching resource. The book is not designed for Indonesian students studying Indonesian at Indonesian Schools Abroad (ISA), although character education is urgently needed. Therefore, this study should be carried out to analyze the elements of character education in the book. This study aimed to analyze character education in multicultural-based Indonesian language teaching materials at SIS. The study design is of

content analysis. Research data was obtained through questionnaires, and textbook documents of the Erlangga Publisher were analyzed according to the theory of Greene and Petty (2007). The results of the needs analysis show that the SIS teachers strongly agree with fourteen (14) aspects of character education in Bahasa Indonesia (BI) teaching materials, 10 aspects of good BI textbooks, and 4 multicultural aspects of BI teaching materials, and agree with one aspect of character education in BI teaching materials. This study concludes that the need to develop a character education model in multicultural-based Indonesian language teaching materials is also required by SIS to achieve the vision and mission of SIS.

Keywords: Character education, multicultural, Indonesian language, teaching materials, content analysis.

ABSTRAK

Pendidikan karakter mesti dipupuk, salah satunya adalah melalui pembelajaran dengan bahan pengajaran yang mengandung pendidikan karakter berdasarkan pelbagai budaya. Di Sekolah Indonesia di Singapura (SIS), pelajar Indonesia menggunakan buku teks oleh penerbit Erlangga sebagai sumber pengajaran mereka. Buku ini tidak direka untuk pelajar Indonesia yang mempelajari Bahasa Indonesia di Sekolah Indonesia di Luar Negara (ISA), walaupun pendidikan karakter sangat diperlukan. Oleh itu, kajian ini harus dijalankan untuk menganalisis elemen-elemen pendidikan karakter dalam buku tersebut. Kajian ini bertujuan untuk menganalisis pendidikan karakter dalam bahan pengajaran Bahasa Indonesia berdasarkan pelbagai budaya di SIS. Reka bentuk kajian ini adalah analisis kandungan. Data penyelidikan diperoleh melalui soal selidik, dan dokumen buku teks daripada Penerbit Erlangga dianalisis mengikut teori Greene dan Petty (2007). Hasil analisis menunjukkan bahawa guru-guru SIS sangat bersetuju dengan empat belas (14) aspek pendidikan karakter dalam bahan pengajaran Bahasa Indonesia (BI), 10 aspek buku teks BI yang baik, dan 4 aspek pelbagai budaya bahan pengajaran BI, dan bersetuju dengan satu aspek pendidikan karakter dalam bahan pengajaran BI. Kajian ini menyimpulkan bahawa wujudnya keperluan untuk membangunkan model pendidikan karakter dalam bahan pengajaran Bahasa Indonesia berdasarkan pelbagai budaya juga diperlukan oleh SIS untuk mencapai visi dan misi SIS.

Kata kunci: pendidikan karakter, pelbagai budaya, bahasa Indonesia, bahan pengajaran, analisis kandungan.

INTRODUCTION

The moral, spiritual, and mental decline of society has made students enter an intellectual society in modern times, which is one of the reasons for the discourse of character education in the education curriculum. Character education is not a new idea – it is an imperative mission in the public educational system. It is believed that whatever children become in the future has to do with the level of character embedded in them through education (Agboola & Chen, 2012). Character education can be built not only through scientific readings or religious lectures but also through learning the Indonesian language in class. Character education is not taught separately from all subjects but in an integrated manner through various subjects. The discourse on the implementation of character education through these various subjects is followed up with concrete steps. This is evident from the issuance of a guidebook for character education in schools by the Ministry of National Education (2015), in which in addition to containing eighteen elements of educational values, there are also technical guidelines for its implementation in various subjects, including the Indonesian language (Nugrahani, 2017). Learning the Indonesian language in the classroom with its various contents is not only an intellectual task but also an educative one in the sense that the Indonesian language and literature teaching materials do not only provide scientific knowledge but are also of value in creation. Learning the language can provide an aesthetic philosophy of humanity ethics, etc.

A person of good character is defined as one who thinks well and behaves well according to his words and actions. Promoting good behaviour should be seen as a shared responsibility at all levels of families, schools, religious communities, youth groups, sports, workplaces, wider communities, universities, and the government (GN Insani, Dewi, & Furnamasari, 2021). Character education encompasses a wide range of concepts such as positive school culture, moral education, just community, caring school community, social and emotional education, positive youth development, civic education, and service-learning (Singh, 2019). Character development is currently the main emphasis of Indonesian education. Every component of the educational system must work together to support the national education goals for them to be achieved. One of the objectives is to implement character education in all scholastic subjects. In the

curriculum, character education is provided in tandem with the other disciplines. As a result, the process of teaching and learning in the classroom not only alters knowledge but also the part that teachers play in helping students develop their morality, ethics, and character. The creation of educational resources founded on moral and ethical principles can facilitate the integration of all these elements. The creation of instructional materials has to be planned according to the shortcomings of earlier instruction. Students' needs and preferences must be accommodated in the classroom (Tomlinson, 2010a). In recent times, the moral corruption of society has affected the students of the educated class. To address this problem, character education should be implemented in the education curriculum. Literacy education can be built into the Indonesian language learning process only through literacy reading or religious lectures. Teaching materials help achieve goals; curriculum; and assistance in the role of teachers and students in the teaching and learning process (Wright, 1987; Mohd Sufian Ismail, & Anida Sarudin, 2022).

The learning process is integrated and the knowledge and/or experience of the teacher/student can be enhanced through the teaching material (Thomlinson, 2010b). Effective teaching materials should be selected as an essential component of learning that can support successful learning. According to Ely and Gerlach (1980), effective educational materials must meet the following requirements: (a) cognitive validity in which the selected materials must be suitable to achieve the stated objectives; (b) level of thinking (complexity) of the content commensurate with the student's level of understanding; (c) the value of teaching materials with student learning outcomes; (d) availability of materials (availability of the tools needed to study the desired material); and (e) technical quality, which has to be very good to ensure efficient reading-listening process. As a key component of learning it is imperative to select effective learning materials that support learning success. The formation of Bahasa Indonesia (BI) students' character values is reflected in the following activities:

Table 1

Character Values in Students' Activities (Source: President Regulation No. 87, 2017; Directorate General of Early Childhood, Education, Primary, and Secondary Education, Education and Culture Ministry Regulation No. 23, 2015)

Character Values	Activities
Religion	<div>a. Lead prayers in BI as instructed</div> <div>b. Begin and end lessons with prayers</div> <div>c. Greet BI when entering and leaving the room</div> <div>d. Connect a learning material with the concept of divinity such as a story about God-given wisdom to human beings</div>
Nationalist	<div>a. Prepare the copywriting/text for the flag-raising ceremony</div> <div>b. Show the photos of the principal and vice-principal in the language class</div> <div>c. Use authentic Bahasa Indonesia</div> <div>d. Maintain the values of <i>Pancasila</i> during the learning process</div> <div>e. They have a national perspective and understand their rights and duties within the democratic class</div> <div>f. Compose a poem on a theme celebrating the Indonesian Republic or nationality</div> <div>g. Indonesia Raya sings three stanzas in the first-hour lesson</div> <div>h. Raising national issues as an introduction to learning materials</div> <div>i. Linking real events in society with national values. An important part of learning is choosing effective materials that can support successful learning.</div>

(continued)

Character Values	Activities
Independence	<ul style="list-style-type: none">a. Keep the classroom cleanb. Follow the rules set at the beginning of the lessonc. Responsible for cleaning each student's locker/drawerd. Negotiate well in front of the class after receiving materialse. Build confidence by presenting the results of the discussion in front of the class
Gotong Royong	<ul style="list-style-type: none">a. Work together on achievements and clean up the class before learning beginsb. Together they create an encouraging classc. Classroom discussion on problem-solvingd. Grouping in text analysise. Express your opinion or criticize other groups performing
Integrity	<ul style="list-style-type: none">a. Be honest in evaluating yourself and your friends and correcting your friends' assignmentsb. Connect current events/surrounding events/society with the material being taughtc. Enter class, leave class on time, and complete assignmentsd. Be honest in exercises and homeworke. Link current lessons with previous and future materialf. Discuss politely and politelyg. Respect the opinions of others

With an emphasis on building character values, the course is designed to equip students with a positive character. Law of the Republic of Indonesia Number 20 of 2003 about the National Education System implies that education is expected to have strong positive characteristics. The nation's generations are expected to have honest, conscience, moral, and wise characters. As a multicultural nation, Indonesia has abundant cultures. According to Hanum (2010), education observers in Indonesia can consider the four multicultural approaches proposed by Banks (in Hanum, 2010) to integrate multicultural content in school education: the contribution approach, the additive approach, the transformation approach, and the social action approach. The contribution approach is carried out by including hero figures or symbols that represent ethnicities, ethnicities, or nations in teaching materials. The additive approach is carried out by incorporating cultural material into the curriculum without changing the structure and main objectives of the curriculum, while the transformation approach is carried out to change the basic assumptions of the curriculum. Finally, the social action approach aims to equip students with critical social skills and social change. Furthermore, the approaches and forms of implementation of multicultural education are not always the same in every country depending on the analysis of needs and goals to be achieved. Multiculturalism values is the study of appreciation and tolerance of different cultures, ethnic, religions, and socio-political, and economic cultures living in different geographical environments (Samsudin et al., 2021).

PROBLEM OF STUDY

Teaching materials for Indonesian language and literature at Indonesian Schools Abroad (ISA) are assumed to have not been designed with multicultural-based character education (Mutiatius et al., 2018). Multicultural-based role education is important in Indonesian language and literature teaching materials through interview observations and questionnaires for Indonesian language teachers in Singapore Indonesian School (March 12, 2019). Similar emphasis should be placed for students studying abroad to have enough cultural awareness so they are not spoiled by foreign cultures.

It is assumed that Indonesian language teaching material in Indonesian School Abroad (ISA) had not been adjusted to the multicultural character education. ISA uses the same textbook as the Indonesian

schools. Textbooks provide learners an opportunity to gain language exposure through reading written texts. Urquhart and Weir (in Rahmat and Coxhead, 2021) define reading as “the process of receiving and interpreting information encoded in language form via the medium of print”. High-quality textbooks are needed to meet national norms/values, and these textbooks cannot contain text that displays pornographic content, extreme ideology, radicalism, violence, ethnic religious-racial sentiment, and gender discrimination. In other words, a high-quality textbook should describe the values represented by the five pillars of the Indonesian ideology, that is: (1) religion, (2) humanism, (3) pluralism, (4) democracy, and (5) social justice (Widodo, 2018; Samsudin et al., 2021). Chapelle (2016) stated that textbooks not only teach language but also covertly and excessively convey different cultural agendas (Widodo, 2018; Samsudin et al., 2021). Different cultural means are multicultural in essence. Multiculturalism is the condition when individuals with different backgrounds such as culture, language, and belief, stay side by side in the same area and respect each other’s differences (Colombo, 2015; Diem & Abdullah, 2020).

Based on observations and interviews with Bahasa Indonesia language teachers in Indonesian School of Singapore (SIS) (March 12, 2019), it was found that multiculturalism-based character education is necessary for Bahasa Indonesia (BI) learning and teaching materials so that students know character education and adequate cross-cultural understanding, especially for Indonesian students living abroad so they are not exposed to foreign cultures and stay close to the Indonesian culture. This is because SIS prepares education for Indonesian citizens in Singapore and serves as an umbrella for building and developing a sense of Indonesian nationalism promoting a sense of unity and a sense of Indonesian identity.

The results of interviews with BI teachers in two ISA; a School in Kuala Lumpur Indonesia (March 31, 2017) and a School in Johor Bahru Indonesia (April 12, 2018), found that character education in ISA had not been implemented optimally. However, multiculturalism-based character education is important because the Indonesian students live abroad and can be influenced by a foreign culture. BI teachers at SIS said that the students who are Indonesian citizens; are mostly children of diplomats and Indonesian Migrant Workers (TKI) who have lived in a foreign culture. This affects their learning and lifestyle. Especially in this era of millennials during the 4.0 Industrial

Revolution, the character of generation Z students is also rooted in ISA students. Students become disobedient and go against each other in an array of situations (Bickham et al., 2008; Norizan Baba Rahim, 2022).

One solution to anticipate and protect against moral degradation and strengthen character education in ISA is through the use of teaching materials on multicultural character education. The first step is to identify the needs of students and BI teachers and analyze them based on behavioral learning for multicultural BI materials. This study developed a characteristic and needs analysis of BI teaching materials including multiculturalism-based character education so that the content can be used by the students and teachers.

Character education in learning is important because it aims to shape character, intelligence, and other students' psychological aspects (Ratna, 2014). It is in line with the character education definition stated by Hoge, "...character education is any overt or conscious attempt to affect the development of desirable individual traits or qualities" (in Almeriko, 2014). Based on the definition, character education is a real and an active effort to influence character and individual quality development. Character education cannot be separated from the School Literacy Movement program. The School Literacy Movement program is developed based on the Regulation of the Minister of Education and Culture Number 23 of 2015 About the Growth of Moral (Directorate General of Early Childhood, Education, Primary, and Secondary Education, 2015). This movement aims to encourage students to read and write to improve their positive character. This study builds on the 2018 study of students' behavioral learning needs in Marliana school literacy. In addition, there is also faculty research that supports this study, including (1) research conducted by Marliana and Suhertuti (2018) about the utilization of video blogs in student microteaching activities in the Indonesian Language Teaching and Learning Strategies Course in the Indonesian Language and Literature Education Study Program; (2) research by Syamsinar et al., (2020) about the utilization of The Hot Potatoes Application in preparing assessment instruments for students in Creative Critical Reading Skills Courses in the Indonesian Language and Literature Education Study Program; and (3) research written by Nuruddin et al. (2009) on the development of teaching materials for the History of Arabic Literature in Higher Education Using Interactive Multimedia. In addition, there was a previous study on the implementation of the

2013 Curriculum in SIS by Mutiatas et al. (2018). Further studies on the development of teaching materials in secondary schools were also carried out by Irfani et al. (2019), but not associated with character education. Meanwhile, Mohamad Najib and Siti Nurhasanah's (2023) study focused on the implementation of character education in schools, but not on teaching materials. This study is based on a critical analysis of several related studies from 2009 to 2023. Because of this, the focus of this study is to identify and analyze the importance of teaching materials in Indonesian that contain characters based on SIS.

The main problems in learning Indonesian at the ISA above and the decline in morale among students certainly need a solution through research, one of which is research on character education in multicultural-based Indonesian teaching materials used by students and teachers. To determine this solution, we first need a textbook needs and an analysis of the content of the materials used in the ISA. This article focuses on the material analysis of Indonesian secondary school textbooks. The analysis focused on resilience education of SIS multicultural-based Indonesian teaching materials. The analysis of studies based on textbook criteria according to Greene and Petty's theory (2007) and teachers' views on multicultural-based character education content. The results of this study are expected to serve as a basis for determining teaching materials including resilience education in SIS and other ISA multicultural-based Indonesian teaching materials.

METHODOLOGY

Research data regarding the analysis of the need for a character approach in multicultural-based Indonesian teaching materials were obtained through a questionnaire given to one Indonesian teachers at SIS in June 2019. The questionnaire consists of 24 items on the educational payload of multicultural-based characters in the textbook. The data were collected from the only Indonesian teacher who taught at SIS's elementary school to high school, namely Mrs. IK. The interviews with SIS Indonesia Language teacher and observations on the use of textbooks were conducted at SIS on March 14, 2019. The research data was also obtained through analysis of Indonesian textbooks used so far in SIS from March until July 2019. The research on documents and needs analysis of students and teachers towards

BI teaching materials that contain character educational values based multicultural at SIS was carried out in 2019. This study was conducted at SIS and State University of Jakarta.

The analysis of the teaching materials on multicultural-based character education uses four approaches according to Education and Culture Ministry Regulation Number 23 of 2015; Regulation President Number 87 of 2017; and Banks in Hanum (2010). The criteria of good textbooks, according to Greene and Petty's theory (2007) include: 1) textbooks must attract students who use them; 2) textbooks must motivate students; 3) textbooks should contain illustrations to attract students' attention; 4) textbooks should use excellent and appropriate linguistic conventions; 5) the content of the textbooks must be related to other subjects; 6) textbooks should be able to stimulate students' activities; 7) textbooks must consciously and firmly avoid vague and unusual concepts; 8) textbooks must have a clear and firm point of view; 9) textbooks must be able to emphasize the value of children and adults; 10) textbooks must be able to appreciate the students' differences.

So far, SIS has imported textbooks from the Erlangga Publisher, Indonesia because the school is also using the 2013 curriculum. Here, SIS selected the non-government textbooks such as "Marbi Mahir Berbahasa Indonesia untuk SMP/MTs" (2016) used by students and teachers in Junior High Schools (SMP) (Figure 1).

Figure 1

Textbook for JHS



The total number of pages is 264. SIS prefers the non-government books such as textbooks used by students and teachers of Junior High School (JHS) “Marbi Mahir Bahasa Indonesia for SMP/MTS”. The selection of private textbooks owes to the fact that not all students have public textbooks or access to government textbooks. Students must purchase directly from Indonesia. However, this article will focus only on the analysis of junior high school textbooks.

RESULTS

Effective teaching materials are a key component of successful learning. In BI education, instilling character education values in students can be achieved through various activities. Good BI teaching materials are those included in textbooks used by SIS students, which incorporate character education and are based on multicultural principles. This reflects the perception of BI teachers regarding character education in multicultural-based BI teaching materials at SIS.

The research findings indicate the necessity of developing a character education model within multicultural-based Indonesian language teaching materials to achieve the vision and goals of SIS. The three character education values highlighted by the text publisher Erlangga are: 1) cooperation; 2) nationalism; and 3) cultural values within the text. Cultural literature relevant to the students’ field was chosen as it provides an authentic exploration of the target culture and enhances students’ critical thinking, autonomy, and creativity (Permatasari & Andriyanti, 2021).

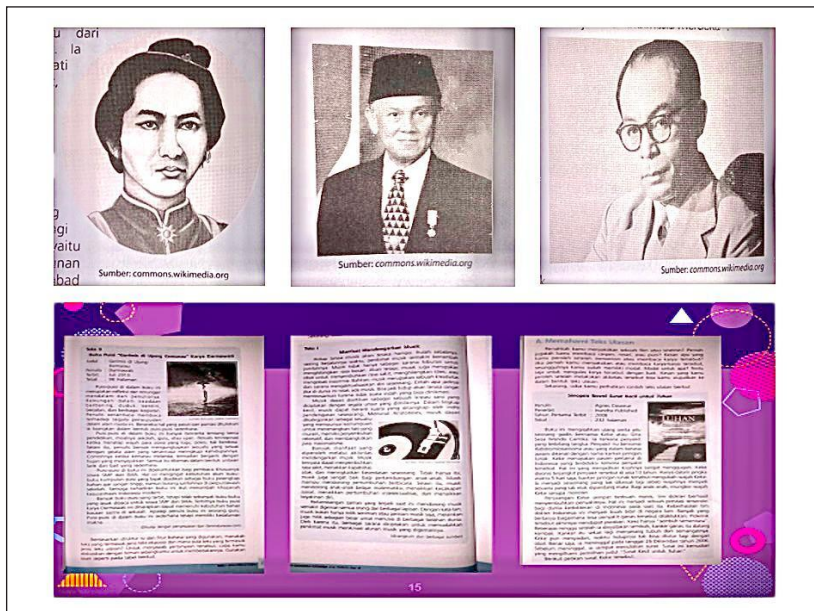
However, these values alone do not fully meet the needs for character education content in BI teaching materials at SIS. This research focuses on character education in multicultural-based BI teaching materials at SIS and questions the adequacy of the current teaching materials used. As described in the SIS profile section and through the analysis of the books used by SIS students, it is crucial to consider the criteria of good textbooks according to Greene and Petty’s theory (2007). Several aspects of textbooks are worth exploring, such as their cultural, social, or textual elements (Putra & Lukmana, 2017). Moreover, textbooks need to align with the curriculum objectives

and provide content that supports the attainment of these objectives in a comprehensible manner for both teachers and students (Bouزيد, 2017).

The criteria for a good textbook can be analyzed based on Greene and Petty's theory (2007), with the first criterion being that textbooks must attract the students who use them. The textbook used by SIS students already contains elements that capture their interest, such as engaging illustrations that bridge the gap between text and reality. These features make the book appealing and engaging for students. In this chapter, several illustrations are particularly interesting, serving the purpose of connecting visual reasoning with text content and real-world scenarios. Additionally, the textbook features an appealing cover image, as seen in figure 2.

Figure 2

Illustration of Photos and Pictures in Textbooks in Chapter 3



Secondly, textbooks must motivate students. Some chapters of the textbooks used by SIS students did not significantly motivate them. This particular chapter lacks noticeable motivational elements for its users. However, according to the author's observations, more

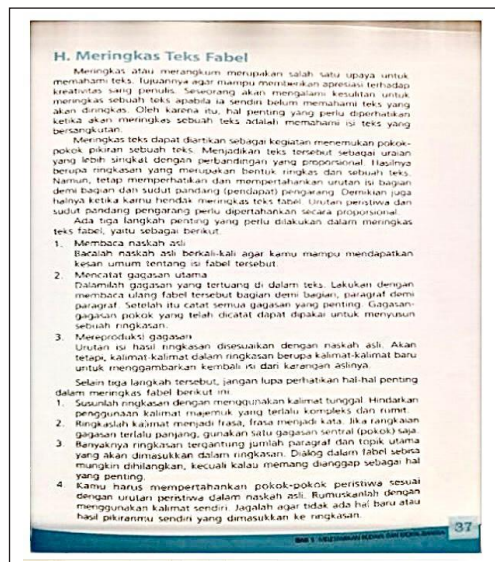
motivational aspects will appear in the following chapters. Each chapter in this book also includes learning objectives and promotes the values of the nation's character. This helps motivate students to engage in learning effectively and in a directed manner.

Thirdly, textbooks should contain illustrations to attract students' attention. The textbooks used by SIS students, especially in Chapter 3, already feature many illustrations that effectively depict the situations described in the text. Based on the author's observations, Chapter 3 includes several illustrations that adequately portray the intended scenarios. Additionally, there are pictures of Indonesian national figures and heroes, such as the one shown in Figure 2.

Fourthly, the textbook should use excellent and appropriate linguistic conventions. In the textbooks used by SIS students, some chapters adhere to appropriate and correct linguistic rules. However, there is one word that may be difficult for early-grade junior high school students to understand, such as "proportionate," which is not suitable. A more appropriate word to use in this context is "balanced" (as shown in Figure 3).

Figure 3

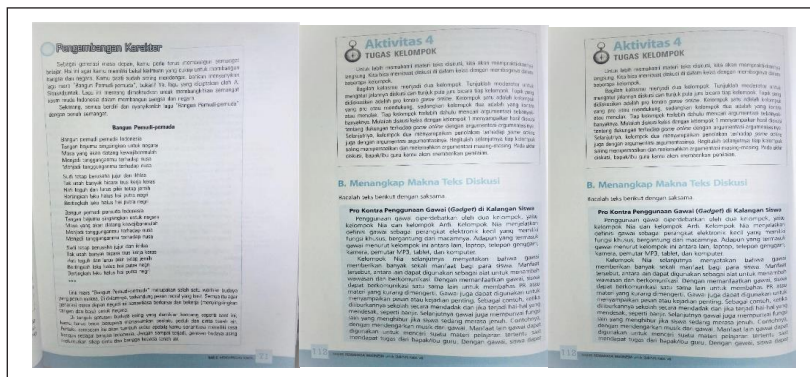
Example of a Difficult Word in the Text on Page 37



Fifthly, the content of the textbook must be related to other subjects; it is even better if it can be supported with a lesson plan to ensure everything is complete and unified. In the textbooks used by SIS students, the texts are related to other subjects, such as social studies and technology, in each section. For example, after reading a section in this chapter, students can see connections to character development, which includes material on citizenship and national defense on page 71, entitled "Building Youths." Additionally, technology is discussed on page 112 in the material "Capturing the Meaning of Discussion Texts," with texts like "Pros and Cons of Using Gadgets among Students." Another example is found on page 130 with a text entitled "Pros and Cons of Using Multimedia in Learning" (as shown in Figure 4).

Figure 4

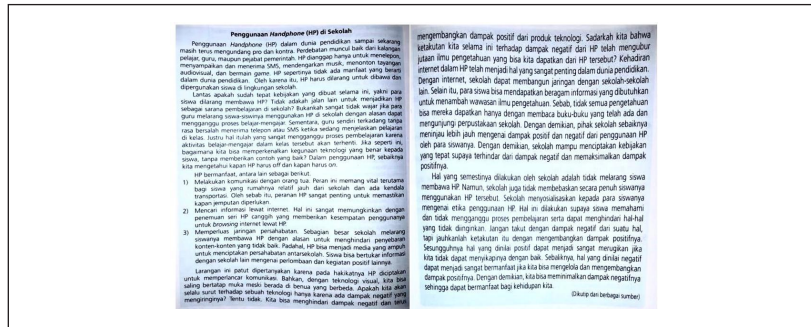
Textbook Material Integrated with Other Subjects on Pages 71, 112, and 130



Sixthly, the textbook should be able to stimulate students' activities. In the chapters of the textbooks used by SIS students, some individual assignments can effectively stimulate students' learning activities. There are also instructions designed to encourage students to think more critically and create an exposition text. Several independent assignments in this chapter promote student engagement, with specific instructions inviting students to develop critical thinking skills while creating an exposition text. For example, Chapter 3, on page 126, contains material on the use of mobile phones in schools, presented in a way that helps students understand the positive and negative impacts of using mobile phones in their daily school lives (as shown in Figure 5).

Figure 5

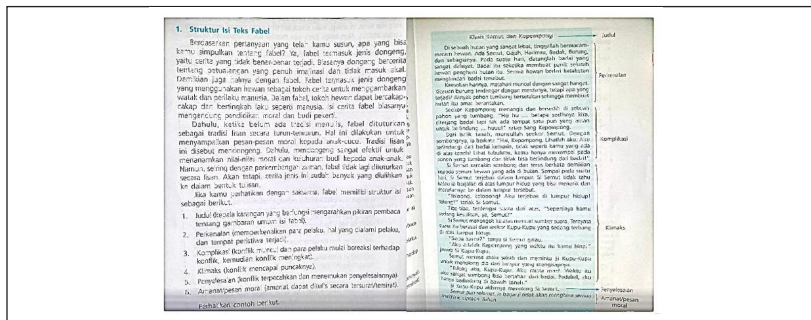
Textbook Materials in Textbooks Stimulate Student Activity on Page 126



Seventhly, the textbook must consciously and firmly avoid vague and unusual concepts to prevent student confusion. In the textbook used by SIS students, this chapter provides detailed explanations of the various parts of the topics discussed. For example, in Chapter 3, the book thoroughly explains the concepts of an exposition text, including its definition, generic structure, and how to write one. The chapter ensures that each part of the book's contents, especially on each topic discussed, is clearly explained, such as understanding the exposition text, the building blocks for an exposition text, and how to write one. The author also interprets the fable of the text by providing a clear, sequential explanation that gradually introduces the structure of a fable text, its language characteristics, examples, and accurate explanations. The examples on pages 6-10 give readers an accurate and complete understanding of the topic (as shown in Figure 6).

Figure 6

Examples of Teaching Materials That Do Not Confuse Students on Pages 6-10



Eighthly, the textbook must have a clear and firm point of view, so it ultimately becomes the perspective of its loyal users. Some chapters in the textbooks used by SIS students utilize a third-person perspective, directing each instruction in every activity to the user. However, this chapter employs a second-person point of view (“kamu”) because every instructional sentence in each activity is presented from the user’s perspective (as shown in Figure 7).

Figure 7

Use of the Word “kamu” in Textbooks

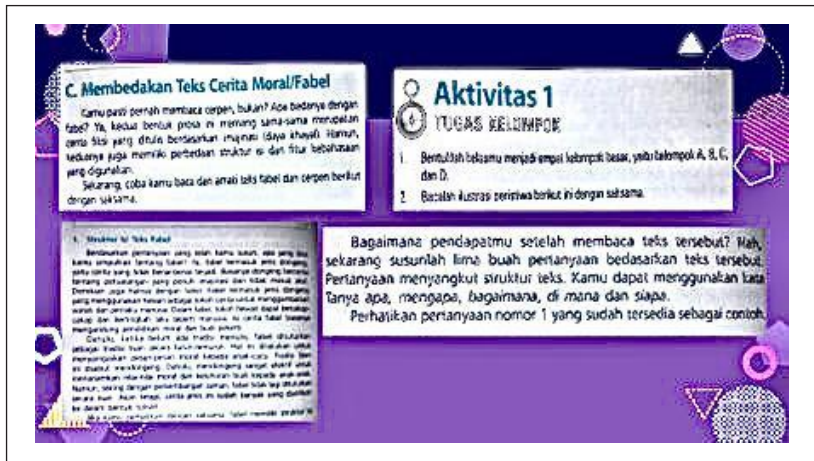
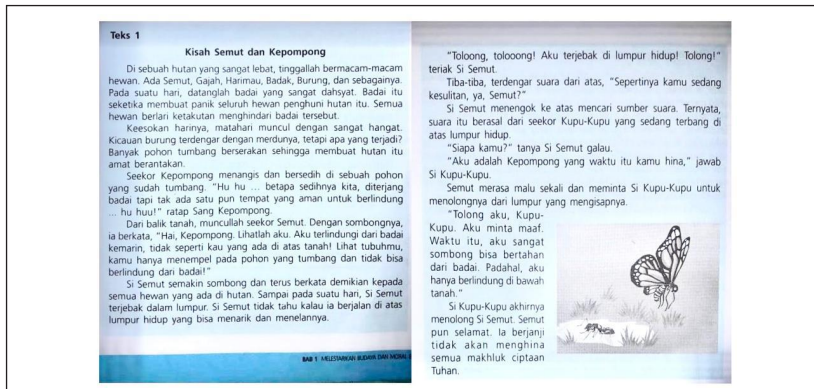


Figure 8

Examples of Teaching Materials That Contain Good Values For Students in Chapter 1

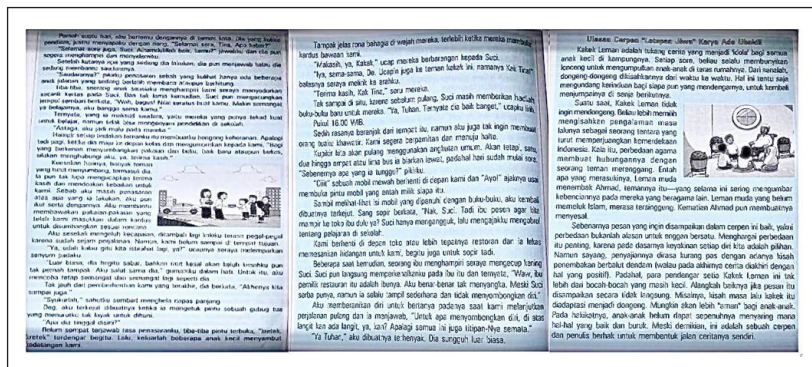


Ninthly, the textbook must be able to emphasize the values important to both children and adults. After carefully reading the chapter in the textbook used by SIS students, it is evident that the themes promote social values. This can be seen in several exposition texts within the chapter that describe reality and contain motivational elements. The texts address topics that highlight societal values, with examples that depict real-life scenarios and offer motivation. One such text, "Because of Snacking Carelessly," imparts good moral values to children. Additionally, all the illustrations in Chapter 1 carry moral lessons that students can understand through fables or short stories (as shown in Figure 8).

Tenthly, the textbook must be able to appreciate students' differences. The textbooks used by SIS students do not differentiate based on student personality. These books treat all users equally. This is evident from the texts provided, which are designed to be read and worked on by students simultaneously, without regard to differences in abilities, talents, or interests. The topics discussed in this chapter do not emphasize individual differences. For example, on pages 75 and 83, the texts ensure equal treatment of all users, as shown in Figure 9.

Figure 9

Examples of Teaching Materials That Respect Student Differences

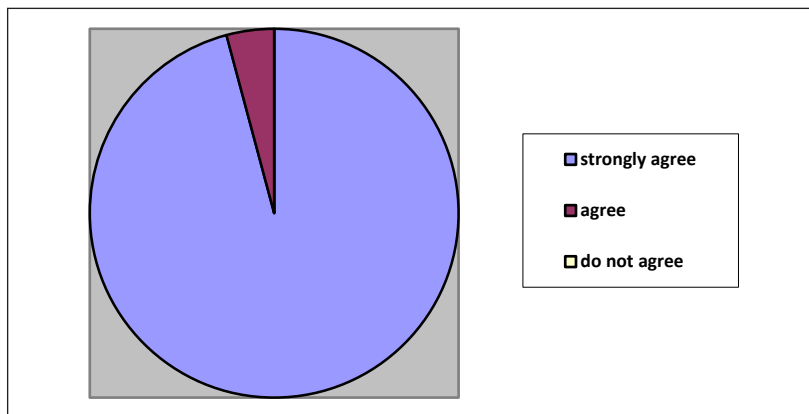


Furthermore, in addition to the criteria of a good textbook according to Greene and Petty's theory (2007), it is also necessary to consider the views of Indonesian teachers at SIS regarding multicultural-based character education in textbooks. The data was obtained from the results of a questionnaire sent to BI teachers at SIS in June 2019,

which assessed teacher perceptions about character education in multicultural-based BI materials at SIS. The data, as shown in Figure 10, revealed that one teacher strongly agreed with one item in the questionnaire, while 23 items were responded to as very agreeable.

Figure 10

The Result of the Questionnaire



Based on a recent study conducted by Mutiatas S., Kundharu S., and Atikah A. (2018), it was found that teachers at SIS do not yet have textbooks and regulations as a reference to understand and compile RPP (Rencana Pelaksanaan Pembelajaran) according to the revised edition of the 2013 Curriculum. This is also supported by SIS teachers who emphasize that a textbook is essential to help teachers and students achieve learning goals. This indicates that SIS teachers strongly agree and recognize that teaching materials aligned with the curriculum are crucial for achieving learning objectives.

In the study by S. Ramziah (2016), it is stated that teaching materials used in the classroom should be easily accessible to students. This is supported by SIS teachers who strongly agree that accessible teaching materials enhance the learning process. This ease of access positively affects the improvement of knowledge and experience for both teachers and students.

The SIS teachers strongly agreed that the requirements for teaching materials include: (a) cognitive appropriateness, ensuring that the chosen materials are suitable for achieving the formulated objectives;

(b) the level of sophistication of the teaching materials should match the students' level of understanding; (c) the cost of teaching materials should be appropriate for student learning outcomes; (d) availability of necessary equipment for the intended teaching materials; and (e) technical quality, ensuring that the materials are clear and comprehensible. This is supported by Majid's statement (2011) that teaching materials assist teachers in conducting learning activities, guiding both teachers and students towards achieving the competencies in a sequential manner. Additionally, the study by D. Octavisna and UD Susiaty (2020) confirms that the use of appropriate teaching materials can enhance students' cognitive abilities.

The SIS teachers also strongly agreed on the following teaching material requirements: (1) focus on student motivation, (2) providing suitable material, (3) following the correct sequence, (4) containing the necessary information, (5) including exercises, (6) providing feedback, (7) containing appropriate tests related to the material provided, (8) giving instructions for follow-up, repetition, or general progress, (9) providing step-by-step instructions for students to follow, and (10) being memorable and transferable. These requirements align with the research by E. Kosasih (2020), which emphasizes that teaching materials should motivate, present information with appropriate instructions and sequences, include exercises and feedback, and provide proper assessments.

Teachers must help students optimize their spiritual growth to develop good morals through planned education (Mohamad Najib & Siti Nurhasanah, 2023). One way to achieve this is through teaching materials that contain multicultural-based character education. SIS teachers strongly agreed that integrating religious values into character education in Indonesian language teaching materials is essential. This can be achieved by incorporating learning materials with the concept of divinity, such as using anecdotes that highlight the intelligence bestowed by God on humans.

Regarding the content of nationalism in teaching materials, SIS teachers strongly agreed that examples of implementing nationalist values in the character education of BI (Bahasa Indonesia) teaching materials include arranging a procedural text or protocol for a flag ceremony and using proper BI language. Additionally, SIS teachers strongly supported the idea of incorporating nationalist values by

creating poetry themed around the Independence Day of the Republic of Indonesia (HUT RI) or other nationalistic themes. They also agreed that discussing national issues as an introduction to learning materials effectively integrates nationalist values. Moreover, integrating learning materials with actual events in society that reflect nationalist values, such as addressing brawls and their impact on national unity and integrity, was also strongly supported by SIS teachers.

SIS teachers strongly agreed that the value of independence in character education in BI teaching materials is demonstrated by having students complete assignments or exercises independently at the end of the lessons. However, teachers only agreed that the value of mutual support in character education is best shown through group assignments or exercises and discussions of the Indonesian teaching materials.

According to the study by Mohamad Najib and Siti Nurhasanah (2023), understanding character education is essential for developing moral character. Character education is a deliberately and methodically planned system designed to instill and develop character values in all students. It includes several elements: cognitive understanding, awareness or desire, and concrete actions to put these values into practice towards the creator, themselves, others, the environment, and nationality, thereby creating morally upright individuals (W. Novan, 2012). This view is supported by SIS teachers, who strongly agreed that the value of integrity in character education in BI teaching materials is demonstrated by linking the material to real-world events, such as relating traffic chaos to anecdote texts. They also agreed that integrating the materials with other disciplines is essential for fostering integrity in character education.

In the study by Irfani, Hasan, and Nur Fajar (2019), students reported that they often feel bored and find it difficult to express their ideas because the books used do not contain material that provokes thought and motivates them. This indicates that teaching materials significantly influence students' understanding of learning. Therefore, it is crucial to have engaging textbooks that can motivate students. Factors that make textbooks attractive include the provision of illustrations and content that considers linguistic aspects compatible with students' skills. Additionally, textbooks should be closely related to other subjects and ideally supported by a lesson plan to ensure a complete

and integrated learning experience. They should also stimulate individual student activity. SIS teachers strongly agreed with all these statements, highlighting the importance of these elements in effective teaching materials.

SIS teachers strongly agreed that textbooks should consciously and firmly avoid vague and unusual concepts to prevent student confusion. In the study by Irfani, Hasan, and Nur Fajar (2019), teachers stated that the teaching materials provided by the government were still lacking in terms of content and procedures, indicating a need for further development. Moreover, the material in government textbooks includes universal readings, which may not address the specific everyday problems students face. Therefore, teaching materials need to reflect students' real-life issues to avoid confusion and vague concepts. This aligns with the response of SIS teachers, who strongly agreed that textbooks should have a clear and accurate perspective.

According to Bakota and Peko's study (2015), the textbook represents an important source of information in the classroom. It conveys various educational messages that can influence the personal and social development of students as they develop their own identities and acceptance of diversity. This is related to the statement from SIS teachers, who strongly agreed that textbooks should provide consolidation, emphasize the values of both children and adults, and respect students' differences.

All of the following characteristics of character education—religious values, honesty, tolerance, discipline, hard work, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, friendliness or communicativeness, peacefulness, love of reading, environmental conservation, social responsibility, and so on—are strongly agreed upon by BI teachers. Additionally, they strongly agree that all four multicultural approaches—the contribution approach, the additive approach, the transformation approach, and the social action approach—must be included in BI teaching materials.

The contribution approach is implemented by incorporating hero figures or symbols that are representative of various ethnicities or nations. The additive approach is realized by adding cultural content to the curriculum while maintaining its fundamental goals and structure. The transformation approach involves altering the curriculum's

fundamental assumptions. Finally, the social action approach aims to empower students to critique society and effect social change. Educators also concur that a key feature of character education materials in BI is the importance of cooperation, demonstrated through group projects and discussions.

Character education in multicultural-based Indonesian Language teaching materials at SIS can strengthen national identity. National identity is very important for students at SIS to help them appreciate their own culture and filter out foreign influences that may harm their morals. Cross-cultural understanding enables SIS students to know their own culture and be tolerant of others. According to Saraswati et al. (2018), language learning with teaching materials that incorporate local cultural elements helps students develop better characters in the future. The scope of teaching material is derived from local cultures, such as societal rules, values, household habits, religious activities, and physical forms like tourist attractions, places of worship, public facilities, residents, and families. Therefore, language is an entity that encompasses dimensions of culture, religious values, and societal speech patterns, constructing its knowledge. This highlights the importance of Indonesian language teaching materials that contain multicultural-based character education content in building students' nationalism towards Indonesia.

CONCLUSION

This research successfully complements the results of previous studies that focused solely on teaching materials, character education, and curriculum. It highlights the need for Indonesian Schools Abroad to have uniform textbooks that meet the criteria for good textbooks and incorporate character education based on multicultural values. The Indonesian government must provide the necessary educational media in accordance with the regulations of the national education system.

Based on the analysis of character education in multicultural-based Indonesian teaching materials at SIS , the following conclusions can be drawn:

1. The Indonesian language textbooks used at SIS contain character education values.

2. The Indonesian language textbooks used at SIS can motivate and engage students.
3. The illustrations in the textbooks are very interesting.
4. The Indonesian language textbooks can stimulate student activity.
5. The textbooks are presented in good, correct, and detailed Indonesian.
6. According to the results of a questionnaire given to an Indonesian language teacher at SIS, these textbooks are very suitable for teaching the Indonesian language at SIS.

This article recommends that teachers at Indonesian Schools Abroad develop their own Indonesian language teaching materials based on the textbooks currently used, taking into account the content of character and multicultural education.

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