

## ABSTRACT

Shaleh, Anwar. 2025. *The Representation of Character Education Values in Pictures Found in 10th Grade English Textbook: A Critical Discourse Analysis*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Widya Oktarini, M.A (2) Yeni Mardiyana Devanti, M.Pd

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Textbook play an important role not only as learning tools but also as a means of character development. In the context of education in Indonesia, character education has become a national priority as stipulated in the Minister of Education and Culture Regulation No. 20 of 2018. Visual elements in Textbook, such as pictures, are often overlooked despite their potential to convey moral and ideological values implicitly. This study is motivated by the awareness that illustrations in Textbook can serve as a medium for representing character values and shaping students' attitudes and behaviors.

This study focuses on the issue of how character education values are represented in pictures in a 10th grade English textbook entitled “Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X” published by the Ministry of Education, Culture, Research, and Technology in 2022. The primary objective of this study is to analyze how these values are constructed through visual elements.

This research is a qualitative descriptive study using Norman Fairclough's Critical Discourse Analysis (CDA) framework. Data were collected through documentation techniques and analyzed through three stages of CDA, namely description, interpretation, and explanation. The data sources were 79 pictures contained in the textbook.

The results of the study show that 15 of the 18 character values established in the national policy are found in the visual elements of the book. These values include religious, honest, tolerant, disciplined, hardworking, creative, independent, curious, nationalistic, patriotic, appreciative of achievement, communicative, peace-loving, environmentally conscious, and responsible. These values are represented through sports scenes, daily activities, traditional folklore, and classroom learning situations. Some values are also presented indirectly through negative illustrations used as material for moral reflection.

It can be concluded that the pictures in the textbook not only serve as visual support in language learning but also as a medium for character education. Through direct and reflective representations, this book integrates moral and civic values into the students' learning experience, making visual discourse a relevant component in character building in English language learning.