The Compatibility between Philosophical Foundation of 'English in Mind' Textbook and Curriculum 2013

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Abstract

A textbook should reflect a curriculum being applied. The compability of the philosophical foundation between the curriculum and textbook is needed to achieve the educational goals. This study aims to find the philosophical foundation of the English in Mind Students' Book and the compability of the philosophical foundation between the curriculum and the textbook. This study is an inferential content analysis. The object is the English in Mind Students' Book. The procedure is the data making; physical and referential units, sampling; six chapters, data recording, data reduction, and withdrawal of inference. This study used semantic validity and test-retest reliability. This study used analytic constructs as a reference for the meaning of data to be analyzed using conceptual domain analysis techniques. Based on data analysis, there are six philosophies namely philosophy of perennialism, progressivism, essentialism, existentialism, humanism, and social reconstruction in the English in Mind Students' book and in the curriculum 2013. It means that there is no difference in philosophical foundation between the curriculum 2013 and textbooks. Both of them also emphasize on critical thinking skills, problem solving, communication and collaboration, creative and innovative and character development for students.

Keywords: Philosophical foundation, curriculum 2013, textbook.

1. Introduction

Teaching and learning activities between the teachers and the students will not be separated from a textbook. It is an important part of most EFL classes. It is also part of the curriculum that contains material for learning. Indonesia, at present, applies a curriculum 2013 that emphasizes on critical thinking and problem solving, communication and collaboration and character development of students such as creative and innovative (Madya, 2013). The educational philosophy arises from the interaction of philosophy and education. It is a theory that underlies

the mind that is related to an educational activity. The education curriculum aims to educate the students to become individuals who behave nobly. Thus, the curriculum is a reflection of the philosophy that is believed by the community (Alwasilah, 2014). In addition, the textbooks should always be able to meet the demands of the curriculum, so they must be prepared using a certain philosophical foundation. philosophical foundation in the textbook should be in line with the philosophical foundation used in the arrangement of the applicable curriculum.

There are various types of philosophy of education and language. Each of these philosophies has different views on aspects of the reality (ontology), the nature of knowledge (epistemology), the nature of values (axiology), the role of the teacher, the role of students, and the learning process. Perenialism is based on the philosophy of realism which aims to educate rational people, instill the intellect, and improve human beings within the framework of universal truth that are not bound by space and time (Ornstein & Hunkins, 2004; Knellr in Siregar, 2016). The philosophy of essentialism is based on the philosophy of idealism and realism which aims to encourage the intellectual development of individuals, educate the people and teach traditional moral values and knowledge (Ornstein & Hunkins, 2004; Alwasilah, 2014; Komalasari, 2019). The philosophy of progressivism is based on the philosophy of pragmatism which aims to promote democratic social life (Ornstein & Hunkins, 2004; Ahmad Ma'ruf in Fadilah, 2017; Kilpatrik in Jalaludin & Idi, 2012).

The philosophy of social reconstruction is based on the philosophy of pragmatism which aims to improve and reconstruct society (Ornstein and Hunkins, 2004). Existentialism philosophy has an ontological view that reality is subjective. Epistemologically, the philosophy of existentialism holds that knowledge is individual choice. Axiologically, this argues that values can be chosen freely because they are based on individual perceptions (Ornstein & Hunkins, 2004; Alwasilah, 2014). Philosophy of humanism views education which emphasizes students as the main actors who interpret their own learning experiences and develop positive self potential and the process that takes place is learning not teaching (Riyanto, 2015).

Philosophy of language can be grouped into two categories, first, philosophers' attention to language in explaining various philosophical objects and second, attention to language as material objects of study such as philosophy of law, art, humans, religion, and others (Alwasilah, 2014). The philosophy of language deals with questions such as the nature and function of language, the relationship between language and reality, the types of symbol systems, and the basics for evaluating language systems (Phenix 1986 in Alwasilah, 2014). The philosophy of language education is the synergy between philosophy of education and language. Thus, the philosophy of language education is a theory that underlies the human mind that is related to language education or a language education activity (Alwasilah, 2014).

The 2013 curriculum was developed based on three aspects, namely aspects philosophical, juridical and conceptual (Anwar, 2014) where the philosophical aspects are constructed with using various kinds of philosophical schools in an eclectic way (Zaini, 2015; Suarga, 2017; Kosassy, 2017). The arrangement of the curriculum 2013 does not only use a philosophical foundation but uses several philosophies. In curriculum development, a philosophical foundation

serves determine learning objectives, how the learning process is carried out, what is the role of the teacher and students and others (Rahmatullah, 2013). Hanif (2014) in his study examined the philosophical aspects of the curriculum 2013. Explicitly, the curriculum 2013 was based on various philosophical foundation and educational philosophy. Based on an in-depth review, the curriculum 2013 is more inclined towards the philosophy of perrenialism and essentialism. Hasan in his study (2013) stated that the curriculum 2013 was based on various philosophies including perennialism, essentialism, humanism, progressivism, and social reconstruction. A similar study was also carried out by Faris (2015) that progressivism as one of the philosophies of education has a dominant color in the curriculum 2013, as evidenced by the education system which emphasizes students as educational subjects, the teacher acts as a facilitator, and subjects are integrated in one unit. Seeing the philosophy used in the preparation of the curriculum, the textbooks used by the teachers also should have compability between philosophy and the curriculum applied.

Studies that are mostly carried out related to textbook analysis, among others, aim to see the relevance of textbooks with basic competencies, competency standards, the accuracy of the materials, impressionistic and psychomotor aspects (Akbar, 2016; Tambunan, Sipayung, & Sinaga, 2019). In another study, material analysis was carried out to reveal material, linguistic, presentation of material, and illustrations (Dilla, Damayanti, & Hati, 2017). Other studies reveal the quality of the book teaching from physical aspects such as writing and material suitability (Aryani, 2016). Another study was conducted in-depth, namely seeing how textbooks present material that focuses on context situational, character, cultural, sociolinguistic, and socio-cultural elements in language learning English (Asakereh, Yousufi, & Weisi, 2019). These studies emphasize material analysis learning seen from various aspects of supporting material only. These studies have not touching on the fundamental aspects of a textbook that is arranged according to the curriculum. Study the compatibility of the Philosophical Foundation of the 'English' Textbook with the Philosophical Foundation in the 2013 Curriculum textbooks should be carried out on the most basic aspects such as aspects of the philosophy.

English in Mind is a textbook published by Cambridge University Press. This book has various kinds of planning, writing, and production. This book is used in several schools in Indonesia, so it is very interesting to explore whether this book has a compability of philosophy with the 2013 curriculum or not. In the context of making these English textbooks, a review of the philosophical foundation of English textbooks is rarely done or even rarely published. Thus, this study aims to find the philosophical foundation of English in Mind Student's Book 1 and the compatibility between the philosophical foundation in English in Mind Student's Book 1 and the Curriculum 2003.

2. Method

This study is an inferential content analysis study. The purpose of the application of this technique is to interpret a set of materials in a textbook that displays certain philosophical characteristics to produce a finding that is used to make inferences (Zuchdi & Afifah, 2019). The

object used in this study is English in Mind Student's Book 1. This textbooks written by Puchta and Stranks. It was first published in 2004 and most recently in 2015 by Cambridge University Press. The content of the materials in this book are quite similar with the content of materials taught in English language teaching for Indonesia student's. In Indonesia, this textbook is used by seventh graders. This book can be found in the bookstore or we can order it via online shop. This book in the form of E-book is not available.

The steps in this study include (1) Data making; determine units to be analyzed based on units according to physical; distribution of material in books and referential units; sentences used in textbooks. (2) Sampling; this book consists of fourteen chapters; the sample is six chapters with details of 2 chapters at the beginning (chapters 1 and 2), 2 chapters in the middle (chapters 6 and 7), and 2 chapters at the last (chapter 13 and 14) because each chapter has the same basic structure, namely reading text, grammar pages include pronunciation, vocabulary and work skills, culture in mind text followed by writing skills and speaking. (3) Recording; record data or record data and categorize data. (4) Data reduction; eliminating data that is not relevant to the purpose of the study. (5) Inference; using analytical constructs (Table 1) built from some theories as a references for data interpretation (Krippendorf, 2004). The data was analyzed by using qualitative conceptual domain analysis techniques. Below is the table of analytical construct

Table 1. Analytical Construct

Philosophy Types	Description	Characteristics	Theory
Perenialism	based on the philosophy of realism which aims to educate rational people, instill the intellect, and improve human beings within the framework of universal truth values that are not bound by space and time	Helping the students to find and establish these universal values in their lives; Helping the students to think rationally	Ornstein & Hunkins, 2004; Knellr in Siregar, 2016
Essentialism	based on the philosophy of idealism and realism which aims to encourage the intellectual development of individuals, educate the people and teach traditional moral values and knowledge.	Developing communication skills clearly and logically; Instilling traditional value	Ornstein & Hunkins, 2004; Alwasilah, 2014; Komalasari, 2019
Progressivism	based on the philosophy of pragmatism which aims to promote democratic social	Direct learning processes; Focusing on relevant active learning;	Ornstein & Hunkins, 2004; Ahmad

	life	problem solving and scientific research; Learning independent; Learning through experience	Ma'ruf in Fadilah, 2017; Kilpatrik in Jalaludin & Idi, 2012
Social reconstruction	based on the philosophy of pragmatism which aims to improve and reconstruct society	Solving community problems; The teacher is as an agent of change, social reform, the role of project director, research leader, and helps students understand; Interaction and collaboration	Ornstein and Hunkins, 2004; Warnandi, nd
Existentialism	reality is subjective, holds that knowledge is individual choice and argues that values can be chosen freely because they are based on individual perceptions	The teacher's role is to instill personal choices, and define individuals individually; A choice maker; Personal reflection on one's own commitments; building a complete human being through reasoning and feeling	Ornstein & Hunkins, 2004; Alwasilah, 2014
Humanism	Education emphasizes on students as the main actors who interpret their own learning experiences and develop positive self potential and the process that takes place is learning not teaching.	Giving an opportunity to explore self potential; Developing self experiences	Riyanton, 2015

The validity of the data used semantic validity i.e. measuring the level of sensitivity of a technique to symbolic meanings that are relevant to a particular contextwhile the data realibility used test-retest reliability i.e. there is no change in the results of measurements taken twice at different times.

3. Results

The findings based on the withdrawal of inference in the textbook "English in Mind Student Book 1" are categorized as in the following table:

Tabel 2. Chapter 1. Free Time

Tasks	Philosophy Type
Reading and Listening : An unusual hobby The students are not only asked to read the texts but they are also given the opportunity to provide ideas so that they can develop their communication skills.	Humanism, Perennialism
Grammar: Simple Present Tense The students must solve problems through completing words, sentences, and tables. Also, the students make sentences with words that have been provided based on images.	Progressivism
Vocabulary: Hobbies and Interest The students are asked to master the concept of vocabulary related to hobbies and interests.	Essentialism
Speaking: Hobbies and Interests The students are provided the topics about daily life. It gives the students an opportunity to interact with other students.	Social reconstruction, Progressivism
Listening: Interview about Mark's Hobby The students are expected to be able to decide on issues related to the statement that has been provided.	Progressivism, Social Reconstruction
Pronunciation : /n/ and /ŋ/ The students are asked to master the concept of how to pronounce English words properly and correctly.	Essentialism
Culture in Mind: School Club The students are given an opportunity to develop their knowledge and understanding of the world at large and in particular the English-speaking world.	Perennialism
Writing: Email Message This task gives the students the freedom to express ideas freely so that students become the main subject.	Humanism

Table 3. Chapter 2. Helping Other People

Tasks	Philosophy Type
Read and Listening: Helping at Hospital This task gives the students the freedom to express ideas about what volunteers can do. Here, students become the main subjects so they have their own learning experiences.	Humanism, Perennialism
Grammar : Simple Present Continuous The students can solve the problems through completing words, sentences and tables in order to produce complete sentences.	Progressivism
Vocabulary: Housework The students are asked to master the concept of housework vocabulary.	Essentialism
Speaking: Housework The students are provided the topic of everyday life which is about housework and provides the opportunity for students to interact in groups.	Social Reconstruction, Progressivism
Every day English The students can get knowledge that can be used as guidelines in daily conversation. This activity gives the students an opportunity to express their daily expressions based on the experience they have gained so far. They are given the freedom to choose several expressions daily and then practice them. These activities provide space for them to develop themselves, especially in reasoning and feeling. This material teaches the noble values to the students i.e. mutual help. Through writing activities, students can express the values contained in please help. Thus, students are able to behave according to the values conveyed.	Essentialism
Check Your Progress The students are able to solve problems to find out how far students can understand the material that has been given.	Progressivism

Table 4. Chapter 7. Eat for Life

Tasks	Philosophy Type
Reading and Listening: A Long and Healthy life This task gives students the freedom to express ideas about what makes people live long. Here, they become the main subjects so that they have their own	Humanism, Perennialism

learning experiences.

Tasks	Philosophy Type
Vocabularies: Food and Drink The students are asked to master the concept of food and drink vocabulary.	Essentialism
Speaking: Hamburger The task presents the topic of everyday life, which is about food and gives students the opportunity to interact in groups.	Social Reconstruction, Progressivism
Every day English Through daily expression material, the students can get knowledge that can be used as guidelines in the lives of one heart, especially in daily conversation. This activity gives the students an opportunity to express their daily expressions based on the experience they have gained so far. Students are given the freedom to choose several expressions daily and then practice them. These activities provide space for students to develop themselves, especially in reasoning and feeling.	Essentialism
Check your progress The students are able to solve problems to find out how far students can understand the material that has been given.	Progressivism
Pronunciation: /Ə/ sound The sudents are asked to master the concept of how to pronounce English words with sound that has been determined properly and correctly. This writing activity provides an opportunity for students to become the main subjects and interpret their own learning experiences, students are free to provide opinions or views. This material prioritizes students as humans who have the potential to choose and take responsibility for their choices.	Essentialism

Tabel 5. Chapter 8. Learning Language

Tasks	Philosophy Type
Reading and Listening: Speaking in Many Tongues The students are not only required to read texts but they are also given the opportunity to provide ideas so that these can develop communication skills.	Humanism, Perennialism
Vocabulary: Language Learning The students are asked to master the vocabulary concepts related to language	Essentialism

learning.

Tasks	Philosophy Type
Speaking: Comparative Adjective This task presents and gives students the opportunity to interact with other students by making conversations that contain comparative adjectives.	Social Reconstruction, Progressivism
Listening: Professor Crystal The students are provided to decide on issues related to the statement that has been provided.	Progressivism, Social Reconstruction
Culture in Mind: Teen Talk It gives an opportunity for students to develop their knowledge and understanding of the world at large and in particular the English-speaking world. The topic is about Teen Talk.	Perennialism
Grammar: Comparative Adjectives The students can solve the problems through underline comparative adjectives and complete sentences so students can use comparative adjectives correctly.	Progressivism
Pronunciation : /Ɵ/ and /δ/ The students are asked to master the concept of how to pronounce English words properly and correctly.	Essentialism
Writing: an email This task gives the freedom to students to express ideas freely so that the students become the main subject.	Humanism

Tabel 6. Chapter 13. Traveller's Tale

Tasks	Philosophy Type
Read and Listening: What do You Know the Meaning The students are given the opportunity to give opinions about intercultural knowledge.	Humanism, Perennialism
Vocabulary: Personality Adjectives The students are asked to master the vocabulary concepts related to personality adjectives.	Essentialism
Speak: Should and shouldn't The students are given some situations that are commonly found in daily life	Social

and the task of students is to find solutions to these situations.	Reconstruction, Progressivism

Culture in Mind: Heroic Ulises on a journey of hope
The students are given an opportunity for students to develop their knowledge and understanding of the world at large and in particular the English-speaking world. The topic is about Heroic Ulises on a journey of hope.   Perennialism

Grammar: Should/Shouldn't
The students can solve the problems through underlining, completing tables, dialogue.   Progressivism

Writing: Email Message.
The students can freely give advice regarding visiting the country. Thus, they become the main subjects.   Humanism

Tabel 7. Chapter 14. Crazy Record

Tasks	Philosophy Type
Reading and Listening :You've never seen anything like this! The students are not only required to read texts but they are also given the opportunity to provide ideas so that they can develop communication skills regarding crazy records.	Humanism, Perenialism
Vocabulary: Verb and Noun Pairs The students are asked to master the concept of vocabulary related to verb and noun pairs.	Essentialism
Speaking: Simple Present Perfect This task gives an opportunity for the students to interact with other students by asking each other questions and responding using the present perfect.	Social Reconstruction, Progressivism
Grammar: Simple Present Perfect The students must solve problems through completing tables and sentences. They can use the present perfect correctly.	Progressivism
Listening: Things that Hardest to do This task presents and gives students the opportunity to interact with other students by discussing and solving problems by answering questions.	Progressivism, Social Reconstruction

Pronunciation: Have and Has The students are asked to master the concept of how to pronounce English words properly and correctly.	Essentialism
Every day English Through daily expression material, students can get knowledge that can be used as a guide in daily life, especially in everyday conversation.	Essentialism
Improvisation This activity gives students the opportunity to express their daily expressions based on the experience they have gained so far.	Existensialism
Check your progress The students are able to solve problems to find out how far students can understand the material that has been given.	Progressivism

4. Discussion

Based on the results above, it was found that "English in Mind Student's Book" was arranged based on a number of eclectic philosophical foundations including existentialism, essentialism, perennialism, humanism, social reconstruction, and progressivism. In philosophy of existensialism, the knowledge according to this philosophy is an essential skill and academic subject, mastery of concepts and principles of subjects (Ornstein & Hunkins, 2004). It can be found in Pronunciation, Vocabulary, and Every Day English Section, the tasks encourage the students' intellectual development and educate them to be capable people. In the philosophy of existentialism, the education should be emphasized on personal reflection on one's own commitments and choices so that education can build a complete human being through reasoning and feeling (Alwasilah, 2014). It can be found in Improvisation and Check Your Progress activities, they give the students the opportunity to express their daily expressions based on the experience they have gained.

The students are given the opportunity to give opinions about intercultural knowledge. The students are given an opportunity to develop their knowledge and understanding of the world at large and in particular the English-speaking world. The aim of Reading and Listening and Culture in Mind section in line with the aim of perennialism i.e. educating rational people and to instill intellect (Ornstein & Hunkins, 2004). This views the situation in this world full of chaos, uncertainty, especially in moral, intellectual, and sociocultural life, so that it is necessary to restore universal truth values through education (Siregar, 2016).

The tasks in Reading, Listening, and Writing sections also are based philosophy of humanism because those tasks give the freedom for the students to express ideas freely so that the students become the main subject. This philosophy views education which emphasizes the students as the main actors who interpret their own learning experiences and develop positive

self potential and the process that takes place is learning not teaching (Riyanton, 2015). In Speaking and Listening section, the tasks provide the opportunity for students to interact with other students by making conversations. It means that, the tasks are line with the view of social reconstruction. In the philosophy of social reconstruction, education is a joint activity, interaction, and collaboration between the students and the teachers, among the students, between students and the environment, and other learning resources with the aim of being able to solve personal and social problems in order to create a new society that is more stable (Warnandi, nd).

The philosophy of progressivism can be found in Grammar, Listening, and Check Your Progress tasks. The students are given situations that are commonly found in daily life and the task of students is to find the solutions to those situations. The students are encouraged to decide on issues related to the statements that have been provided. The philosophy of progressivism emphasizes on problem solving (Ahmad Ma'ruf cited by Fadilah, 2017) as well as promoting integration with problematics in society with models while doing and problem solving methods (Kilpatrik cited by Jalaludin and Idi, 2012) so education provides opportunities for the students to learn independently and through experience (Jalaludin&Idi, 2012).

Based on the results of the analysis, there is a compability of philosophical foundation between English in Mind Students' Book with the curriculum 2013. As mentioned in the introduction, the philosophies adopted in the arrangement of the curriculum 2013 include perennialism (Hanif, 20014 & Hasan, 2013), essentialism (Hanif, 20014 & Hasan, 2013), humanism (Hasan, 2013), progressivism (Hasan, 2013 & Faris 2015), and social reconstruction (Hasan, 2013). Based on the results of this study, it was found that there is no difference in philosophical foundation between the curriculum 2013 and textbooks. Both of them also emphasize on critical thinking skills, problem solving, communication and collaboration, creative and innovative and character development for students.

5. Conclusion

Based on the above study, it can be concluded that there is compability between the philosophical foundation of the curriculum 2013 and the English in Mind Student's Book. Both of them have philosophy of perennialism, essentialism, humanism, progressivism. Such compability is absolutely necessary to realize the goals of education in Indonesia even though the book is published by a foreign publisher. A textbook should be prepared in line with the applicable curriculum with the aim of realizing the success of education in Indonesia. As we know that the curriculum 2013 emphasizes on critical thinking skills and the development of the students' character (Madya, 2013). The development of these skills is available in English in Mind Students' Book. The book will strongly support the English teaching and learning process in the classroom. In addition, this study provides an overview of how a book is structured with adapting a philosophical foundation to a curriculum so that the learning objectives are achieved well. Furthermore, this study can be used as a reference for conducting philosophical studies on a textbook in depth.

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