AN ANALYSIS OF MORAL VALUES ADDRESSED IN THE STUDENTS' ENGLISH TEXTBOOK AT THE SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOL BASED ON 2013 CURRICULUM

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ABSTRACT

This study was aimed at to analyze the moral values on the students' English textbook at the second grade students of senior high school published by National Ministry of Education and Culture. The study was focused on revealing the moral values that frequently found based on Lennick and Kiel's model within the textbook and showing the way how the moral values on the textbook were presented. This was a content analysis study with qualitative research method to reveal the moral values on the mentioned textbook. The data were collected through documentation or documentary. The result of the finding can be shown that there are four moral values that found in this book, they are, integrity value, responsibility value, compassion value and forgiveness value. The frequency of Lennick and Kiel's model moral values on the textbook was discovered the highest percentage was integrity reached a score of (46%), the second was compassion (28%), the third was responsibility (23%), and the smallest were forgiveness (3%). Based on the available data, it can be said that the integrity value is the most frequently found in this book. The study concluded that the students' English textbook contained all Lennick and Kiel's categories of moral values. However, due to the unbalance presentation of moral values in the textbook, there should be several revisions so that the moral values are presented more equally.
(227 Words)

INTRODUCTION

The textbook is regarded as a significant component in most English Language Teaching (ELT) programs. It provides a ready to-use text and activity with an adequate level for the majority of classes. It is also a part of the curriculum that provides learning materials. It's a popular method for passing on information and talents. It provides a broad framework for teachers to follow the curriculum, provide examples, and practice on specific language content topics during the teaching process. It enables students to put their language skills to the test before using them in real-life situations. According to Richards (2010), a textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow.

The 2013 curriculum, which was recently introduced in Indonesia, is a development of earlier curricula, including the competency-based curriculum, which began in 2004, and the Curriculum Education Unit, which started in 2006. The Indonesian government develops textbooks for students, notably junior high school students, in order to adopt Curriculum 2013. Under the guidance of the Ministry of Education and Culture, a large number of specialists and stakeholders work to design and analyze textbooks for students. Curriculum 2013 was used for the first time using the textbook. Curriculum 2013 aims to equip students for 21st-century learning, as previously indicated. As a result, Curriculum 2013 emphasizes the significance of a balance of students' attitudes, knowledge, and skill capabilities. As a result, long-term learning is employed to enhance English language skills. This long-term learning focuses on how to preserve English language competency while developing a positive moral attitude in speaking and behaving. As a result of this, the researcher employed an English textbook to find moral values in the textbooks of senior high school students' in the second grade.

Textbooks are viewed as a primary promoter of value growth and improvement because of the importance of including values in textbooks. Teachers must be capable of selecting appropriate textbooks for their students, as well as for themselves. They should have a lot of information about the textbook they want to study because the evolution of moral values has been the subject of philosophical and psychological inquiry. As a result, it's critical to provide values in the textbook.

Furthermore, Lennick and Kiel provided a pattern or paradigm for developing moral values. They use the term "building moral intelligence". In their book, Moral Intelligence: Enhancing Business Performance & Leadership Success, Lennick and Kiel propose several models for developing moral intelligence. Moral intelligence, according to Lennick and Kiel, is a new player on the scene. Moral intelligence is distinct from emotional intelligence and cognitive intelligence, just as emotional intelligence and cognitive intelligence are. Moral intelligence is the ability to think critically about how universal human principles should be applied to our beliefs, aspirations, and actions. Lennick and Kiel (2005) have proposed a framework for constructing moral intelligence that consists of four "principles": 1) integrity, 2) responsibility, 3) compassion, and 4) forgiveness. Later, the researcher applies their viewpoint to the development of

moral ideals in textbook.

Based Nurgiantoro (2010), moral value is standard of attitude that based and determination of right and wrong which is regarded by those who make the standard of moral. Moral value can be defined as the distinction between good and bad, true and false with regard to attitudes, behavior, character, and so on. Therefore, moral values are very important in a nation. It shows how to do the right things and how to become a part of a culture. As a result, the researcher conducted this research to describe the moral values frequently found in the student's English textbook the second grade students of senior high school seen from Lennick and Kiel's models of moral values and how were Lennick and Kiel's models of moral values in the English textbook presented with analyzed from pictorial data, utterance data, and reading material data in order to contribute to the establishment of moral values in Indonesia which is provided by Education Ministry.

Some previous related studies on analyzing moral values in the textbook were conducted. Lilik Istiqomah (2019) conducted a research by analyzing moral values in the Reading Materials in Indonesian Contextual English Textbooks for Senior High School. The result of the analyzed data shows that there are 14 moral values in the words represented in the reading materials in the textual English textbook for grades X, XI, and XII. The 14 words are religiosity, honesty, tolerance, discipline, hardworking, democratic, motivation to learn and love to read, patriotism, nationalism, friendliness and communicativeness, environmental awareness, social awareness, and responsibility. Novita Anggraini and Nugrananda Janattaka (2020) analyzed a textbook; Aku Bangga Bahasa Indonesia". They research is found that any moral value about the relationship between people and their self like diligent, felling to know, discipline, agreement, and brave person.

Based on the explanation previously, the researcher tries to analyzed and interpret it under title "An Analysis of Moral Values Addressed in the Students' English Textbook at the Second Grade Students of Senior High School Based on 2013 Curriculum".

RESEARCH METHOD

This study was conducted in Indonesian context where English is used as a foreign language instead of additional or second language. The object of this research was an English textbook which was expected to have the moral values because the book is provided by the Ministry of Education and Culture of Republic Indonesia for the implementation of the 2013 Curriculum. The textbook has 112 pages and five chapters. The title of the English textbook is Bahasa Inggris Kelas XI, Stop Bullying Now' published in 2014 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. This textbook is for the Eleventh Grade Senior High School Students written by Mahrukh Bashir, et al. (2014) and edited by Helena, et al.

The design of this research was content analysis because the purpose of this research was to describe the moral values frequently found in the student's English textbook the second grade students of senior high school seen from

Lennick and Kiel's models of moral values and how were Lennick and Kiel's models of moral values in the English textbook presented. The result of the analysis was presented in the form of description. This research applied content analysis (Krippendorff, 2004) to analyzed the content of the textbook compared with fourth moral values in the English Textbook and used the scope documentation an documentary, determining the values, and making description research in which document analysis is used to collect the data. The researcher used the instrument of checklist table to collect data based Sugiyono (2013).

Table 3.1. Instrument Target of Analysis Moral Values

| No | Aspects | Sub Indicators | Availability | | Notes |
			Yes	No	
1.	Integrity	Acting consistently with principles, values, and beliefs.			
		Telling the truth.			
		Standing up for what is right.			
		Keeping promises.			
2.	Responsibility	Taking responsibility for personal choices.			
		Admitting mistakes and failures.			
		Embracing responsibility for serving others.			
3.	Compassion	Actively caring about others.			
4.	Forgiveness	Letting go of one's own mistakes.			
		Letting go of others' mistakes.			
Total					
Percentage of each value			100%		
Found on page(s)					

In this research, the researcher conducted content analysis method. This type of analysis answers the meaning or the characteristics of the reflected material which consists of written or visual documents. In this research, the data were analyzed through some steps based on Krippendorf (2004) as the following:

Unitizing,

Unitizing was the initial step in assessing qualitative data. The researcher divided the data in a chapter so that the data can be easily analyzed. Here, the students' English textbook contains five chapters.

Sampling

In this stage, the researcher selected the data based on moral values formulated by the Lennick and Kiel's category in the textbook materials of the

students' English textbook at the second grade students of Senior High School. Here, the materials classified to four of moral values.

Recording/coding

Coding is the process of creating concepts from raw data. The data was dismantled and reorganized into categories by the researcher. The code tells about what moral values that exists in each material. The researcher used the first word of moral values name as codes of the moral values which appeared from the sentences, dialogue, symbol or photograph.

Reducing

Reducing can represent the information we expected to find, information we did not expect to find, and interesting or unusual information. Indeed, the researcher has some limitation as stated before, so not every sentence in the materials is analyzed. Then, the researcher decided the integration of moral values in the materials whether directly or indirectly.

Inferring

Inferring involves how the data are presented and concluded. In this stage, the researcher presented the data finding in a form of percentage table. The proportion was calculated using a simple calculation by the researcher:

$$X = \frac{N \times 100\%}{\sum N}$$

Note:
X = the percentage of each type of moral values in each chapter
N = the number of each type of moral values in each chapter
ΣN = the total number of each type of moral values in each chapter

Narrating

Narrating is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. The researcher made a conclusion of the data through descriptive detail in a form of table that made easy to understand.

FINDINGS

Based on the researcher finding about step and procedures, the result of analysis on moral values represented in the students' English textbook at the second grade students of Senior High School which is analyzed using moral values categories of Lennick and Kiel's, Integrity, Responsibility, Compassion and Forgiveness, the researcher did findings on each category can be seen in the following:

Table 4.1. The Percentage of the Data Analysis of Moral Values

No	Chapter	The Availability of Moral Values in Every Chapter				Total	Percentage of each chapter
		In	**Re**	**Co**	**Fo**		
1	Chapter 1	9	6	5	-	20	31%
2	Chapter 2	5	8	8	-	21	32%
3	Chapter 3	7	-	-	-	7	11%
4	Chapter 4	4	-	2	1	7	11%
5	Chapter 5	5	1	3	1	10	15%
	Total	30	15	18	2	65	
	Percentage of each value	46%	23%	28%	3%	100%	
	Found on page(s)	2, 3, 7, 8, 9, 10, 11, 20, 23, 27, 31, 36, 40, 45, 50, 50, 51, 51, 53, 64, 65, 72, 74, 74, 76, 91, 93, 94, 94, 108	8, 9, 10, 11, 17, 20, 27, 29, 30, 31, 32, 34, 38, 45, 93	8, 9, 10, 11, 20, 27, 29, 29, 31, 36, 36, 38, 45, 80, 84, 103, 104, 107	80, 101	4 moral values found in the students' English textbook	

Note
Blue   : the highest value found from the total values (4 values)
Red   : the lowest values found/ the unavailable values
Green : the chapter with the highest values found
Yellow : the chapter with the lowest values found

In this five chapter textbook, the number of moral values found was four consisting twenty eight integrity values, thirteen responsibility values, sixteen compassion values, and two forgiveness values. If it is referred to Lennick and Kiel's four moral values, and the highest moral value frequently found is integrity values which reached a score 46% and the lowest is forgiveness moral values which only reached a score 4%. The result of analysis on moral values represented in the students' English textbook at the second grade students of Senior High School which is analyzed using moral values categories of Lennick and Kiel's,

Integrity, Responsibility, Compassion and Forgiveness, the researcher did findings on each category can be seen in the following:

Chart 4.1 Categories Moral Values English Textbook
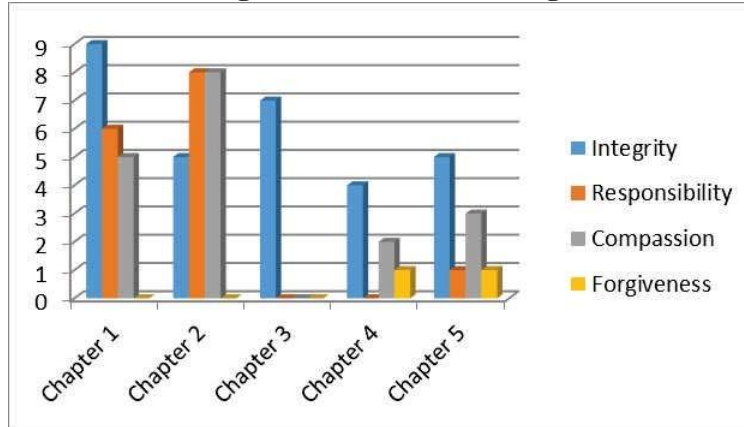
In addition, the following chart 4.2 might describe the percentage of each moral value in the textbook to examine the distribution of moral values more specifically.

Chart 4.1 The Percentage of Moral Values in the Students' English Textbook
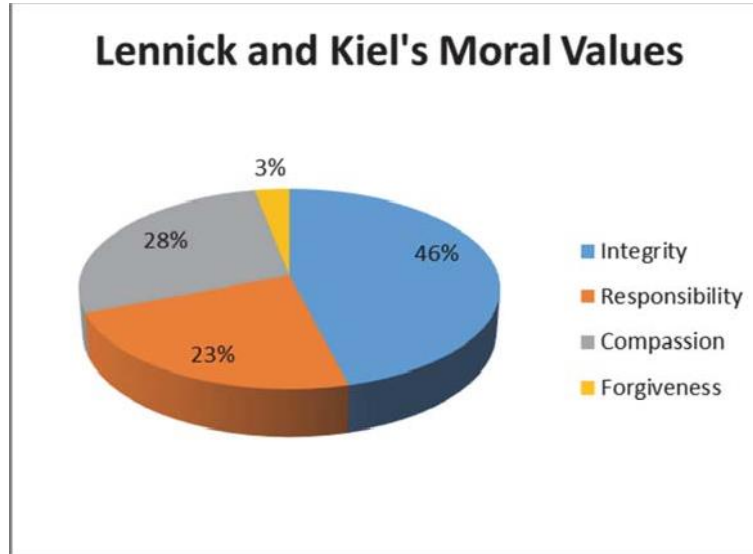
After seeing at the numbers, it's easy to see why moral values responsibility (only 23%) and forgiveness have the lowest responsibility (only 3%). It may have a negative impact on our students' actions, attitudes, and behaviors in Indonesia. If we relate those minor values to the reality of moral degradation, it's not surprising that our responsibility and forgiveness are so low in comparison to other people with differing beliefs, races, ethnicities, convictions, religions, and principles. As a result, it's no surprise that there's a lot of violence in the community nowadays, such as intolerance, unfairness, conflicts,

divisiveness, turmoil, and clashing. It could be one of the reasons why there is so little moral content in textbooks about responsibility and forgiveness that students are not taught those values in school by their teachers. As a result, the level of responsibility and forgiveness among students was extremely low.

The researcher attempted to see the findings from 18 character values offered by the Ministry of Education in order to provide broader perspectives. The use of 18 character values in this study demonstrated that an object of analysis might be viewed from several angles depending on the researchers' goals. Even while Lennick and Kiel's definition of moral values and the Ministry of Education's concept of 18 character values appear to differ in appearance, they are conceptually comparable in terms of meaning. To give an example, the compassion values of Lennick and Kiel are closely related to the social care value of 18 characters. Also, in Lennick and Kiel's notion, integrity is defined as social honesty in the 18 character concept.

As a result, there were many different opinions and ideas about moral values. Every expert and country has their own ideas about moral values, as well as disparities between them. As a result, it was up to the researcher to decide which moral principles to utilize. The researcher opted to use Lennick and Kiel's moral value paradigm for this study.

DISCUSSION

The findings of the data analysis revealed that moral values are present in students' English textbook at the second grade students of Senior High School designed by national department of education. The finding shows that there are four moral values appear in the textbook based on Lennick and Kiel's model. The 2013 curriculum and the objective displayed the book were used in this study can be seen based the findings. Moral value and science value are mutually relevant, both developing virtues and propositional knowledge as moral decision making is developed with science without indoctrination.

In concept of integrated curriculum, moral value based Lennick and Kiel's that is integrated to the science should be relevant. Moral values, as well as character development, should be incorporated into the English curriculum. In this case, the selected textbook is book which is developed by using 2013 curriculum, should integrate moral values in the material. From the analysis of the finding, the researcher found the relevant data that support the theory as in statement above.

The data was divided into three criteria, the pictorial data, utterance data, also reading and exercises material. These are moral values that appear in the students' English textbook at the second grade students of Senior High School:

1. Pictorial data

    Pictorial data are the data that are used to symbolized particular thing. From the data finding, there is one value from Lennick and Kiel's categories of moral values that is integrated to the picture. Only integrity appears as a value in pictorial data.

2. Utterance data

There are three values that are integrated to the utterance based on Lennick and Kiel's models of moral values. Integrity, responsibility, and compassion are values that show in utterance data.

3. Reading and exercises material data

In reading and exercises material of the textbook, contain all values from Lennick and Kiel's models of moral values. The value is integrity, responsibility, compassion and forgiveness.

CONCLUSION

According to the data analysis, conclusion is drawn from the analysis showing that two data classifies is used to find four moral value represented in the selecting textbook seen from Lennick and Kiel's models of moral values. Furthermore, it is noted as concluding point that four moral values represented in material of selecting the students' English textbook. Moreover, all of values are included in this book. The data is finding is presented based on the research question by classified each sub chapter in case of pictorial data, utterance data, also in reading and exercises material data. The result of the finding can be shown that there are four moral values that found in this book, they are, integrity value, responsibility value, compassion value and forgiveness value. The frequency of Lennick and Kiel's model moral values on the textbook was discovered the highest percentage was integrity reached a score of (46%), the second was compassion (28%), the third was responsibility (23%), and the smallest were forgiveness (3%). Based on the available data, it can be said that the integrity value is the most frequently found in this book. The study concluded that the students' English textbook contained all Lennick and Kiel's model of moral values. However, due to the unbalance presentation of moral values in the textbook, there should be several revisions so that the moral values are presented more equally.

SUGGESTION

Based on the result of this research, the researcher initially suggests striking a balance in the distribution of Lennick and Kiel's four areas of moral values in this students' English textbook: 1) integrity, 2) responsibility, 3) compassion, and 4) forgiveness. A committee of researchers and workshops charged with evaluating the content of textbook should be established by the Indonesian government in order to update and develop them in line with global challenges, moral values, and the identity of Indonesian culture.

In the process of integrating moral values into textbook, teachers must be familiar with specific approaches or methods that will enable them to contextualize moral values in textbooks into practical application in learners' day-to-day lives, making character building easy to achieve and engaging for students to learn. According to the study, materials including moral values content should include information and guidance on how to use and effectively handle the moral values content in a way that students and teachers can understand. All parents and instructors should set an example by practicing moral values in their homes and

schools, because kids need not just ideas about moral values, but also examples of them in their daily lives. It was suggested that additional studies in integrating moral values and their implementations in teaching and learning English language be conducted in order to enrich those discourses and describe the benefits and drawbacks in order to develop good students as the next expected generations.

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