

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature used in this study. The researcher explains the theories related to the study. The sections contained in this chapter include theoretical description, previous studies, and theoretical framework.

A. Theoretical Description

1. Definition of Moral Value

The word moral comes from the Latin "*mores*", which means ordinances in life, customs, and habits. Morality is the moral character or overall principles and values relating to good and evil. In the Big Indonesian Dictionary, morality is defined as good and bad conditions generally accepted for actions, attitudes, obligations, manners, and morals. Moral also means a mental state that is expressed in the form of action. In addition, morality is defined as the teaching of decency.¹ According to Thomas Lickona, morals include conscience, love of goodness, self-control, humility, moral habits and goodwill.² Moral values need to be learned and instilled in everyone in order to be harmonious. According to Sudarsono, morality is something or personal teaching that believes in the prevailing norms relating to good or bad behavior.³

The basic principles of learning found by Bandura include social and moral learning processes. According to Bandura, humans learn morals through similarity and model behavior. Children learn new responses by observing the behavior of other role models such as teachers, parents, peers and others. The social learning theory approach to the process of students' social and moral development emphasizes the need for the habit of responding and imitating. Imitation or copying of parents, teachers, peers

¹ Abd Rahman, *Peran Pendidikan Islam Dalam Pembentukan Moral Bangsa*, (Al-Riwayah, Jurnal Kependidikan) 2015, Page 52

² Rubini, *Pendidikan Moral Dalam Perspektif Islam*, (Jurnal Komunikasikan Pendidikan Islam, UIN Sunan Kalijaga Yogyakarta) 2019, Page 237

³ Uswatun Hasanah, *Nilai Moral Dalam Saq Al-bambu karya Sa'ud Al-Sanusi*, (Adabiyat: Jurnal Bahasa dan Sastra, UGM Yogyakarta), 2017, Page 119

have an important role as a model or figure who is used as a role model or example of social and moral behavior for students as the nation's next generation.⁴ Based on the above understanding, it can be concluded that morals are habits, behavior, and human behavior around society, whether bad or vice versa.

Moral values are a person's actions regarding the good and bad behavior in life. As an example, contained in QS al-Bayyinah verse 5.

وَمَا أُمِرُوا إِلَّا لِيَعْبُدُوا اللَّهَ مُخْلِصِينَ لَهُ الدِّينَ حُنَفَاءَ وَيُقِيمُوا
الصَّلَاةَ وَيُؤْتُوا الزَّكَاةَ وَذَلِكَ دِينُ الْقَيِّمَةِ ﴿٥﴾

The meaning: “Even though they were only commanded to worship Allah ‘alone’ with sincere devotion to Him in all uprightness, establish prayer, and pay alms-tax. That is the upright way”.⁵

The Qur'anic verse above shows that the moral values are important to guide in life are religious values, namely a value between the relationship between humans and God. In other words, worship is the main thing as a reference for life. In this verse, as a Muslim you must maintain your faith and devotion to Allah SWT. While value has many meanings, according to Milton Rokeach and James Banks, value is a type of belief within the belief system in which a person acts or avoids excellent or bad actions. From this understanding, value is a trait attached to a belief system related to a subject that gives meaning. In this case, the issue is a human being who interprets and believes.

According to Sidi Gazalbi, value is something abstract. In other words, an objective is not a fact, not just a matter of right and wrong that requires tangible evidence, but a matter of attention that is desirable and undesirable, liked and disliked. In essence, these values are only sometimes

⁴ Ahmad Nawawi, *Pentingnya Pendidikan Nilai Moral Bagi Generasi Penerus*, (Jurnal INSANIA) 2011, Page 125-126

⁵ Al-Quran Surah Al-Bayyinah: 5, cited at November 30 2023

realized by humans because values have an abstract nature and are the foundation and basis for change. Values are drivers in the life of an individual or group.⁶ So the notion of moral value is a human action which has an impact on the scope of life that is appropriate or inappropriate.

One of the good values in life is about faith, namely the religious value between humans and God. The command to always be patient and worship Allah is found in Qs Al Baqarah verse 45.

وَأَسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ ﴿٤٥﴾

The meaning: “And seek help through patience and prayer. Indeed, it is a burden except for the humble”.⁷

The Qur'anic verse above shows that you must always be patient and commands you to perform prayers to always remember Allah. The value contained is clear, namely religious value. Believers are obliged to worship Allah SWT. According to Sarbaini and Fatimah, morals are defined as correct behavior, not only in our close social relations but also our relations with members of our country and relations between humans.⁸ According to Kohlberg, moral education is jointly building individual moral reasoning and developing society's culture. These two things are something that cannot be separated. Character is an inclusive term not only defined as good behavior but has more meaning as the totality of the individual.

Character education includes many relationships to the formation and change of a person, which provides for ethical provision for education at home, family, or school and through individual participation in the social network.

⁶ Raden Ahmad Muhajir Ansori, *Strategi Penanaman Nilai-Nilai Pendidikan Islam pada Peserta Didik*, (Jurnal Pusaka, STIT Ibnu Sina Malang) 2016, Page 16-17.

⁷ Al- Qur'an Surah Al-Baqarah: 45, cited at November 30 2023

⁸ Eko Priyanto, nadarajan A/LThambu, *Pembangunan Nilai Moral dan Karakter Mahasiswa Melalui Penerapan Model Project Citizen Dalam Pembelajaran Pendidikan Kewarganegaraan di Universitas Muhammadiyah Purwokerto*, (Jurnal Ilmiah pendidikan) 2022, Page 176.

Moral education involves the authoritative endorsement of norms, that is, a set of rules or standards of judgment related to some area of individual behavior. The school is a community where models can be developed to encourage authority in the norms. School subjects are one potential source of examples. Therefore, mastery of subject matter, apart from being studied, must also be practiced in everyday life.⁹

According to Ibnu Maskawaih, morals are morals related to the philosophy of science. Philosophy presents various scientific disciplines such as logic, ethics, and anthropology. Ethics or morality is one component of philosophy. In its development, morals became a new scientific discipline and had its own identity. So, Ibn Maskawaih defines morals as a state of the human soul that encourages him to carry out an action without any consideration or thought. Ibn Maskawaih divides morals into two, namely innate morals and habitual morals. So, the conclusion is that morality comes from good habits that encourage the soul to get used to acting rightly without consideration.¹⁰

Moral values education is supported by several developmental theories, including the idea of social and moral development of students put forward by Lawrence Kohlberg and Albert Bandura.

a. Kohlberg's Theory of the Development of Moral Judgment

Lawrence Kohlberg was a follower of Piaget, discovering three levels of moral development that early adolescence, adolescence and post-adolescence go through. Each level of development consists of two stages of development, so that overall human moral development occurs in six stages. According to Kohlberg, human social and moral development occurs

⁹ Larry P. Nucci dan Darcia Narvaez, *Handbook of Moral and Character Education* (Routledge, New York) 2008, Page 549-550

¹⁰ Handal Pratama Putra, etc, *Ibnu Maskawaih: Philosophical Thoughts on Moral Education and its Relevance to Contemporary Islamic Education*, (Jurnal Kependidikan Islam) 2022, Page 80-81

in three major levels, namely: (a) the level of pre-conventional morality, namely when humans are in the early adolescent development phase, who do not yet consider morals as agreed upon by social traditions; (b) the level of conventional morality, namely when humans approach and begin to enter the development phase of adolescence which already considers morals as agreed upon social traditions; (c) the level of post-conventional morality, namely when humans have entered the development phase of adolescence and post-adolescence (age 13 years and above), which views morality as more than just an agreement on social traditions.

b. Albert Bandura's Social and Moral Learning Theory

The basic principles of learning found by Bandura include social and moral learning processes. According to Bandura, humans learn morals through similarity and model behavior. Children learn new responses by observing the behavior of other role models such as teachers, parents, peers and others. The social learning theory approach to the process of students' social and moral development emphasizes the need for the habit of responding and imitating. Imitation or copying of parents, teachers, peers have an important role as a model or figure who is used as a role model or example of social and moral behavior for students as the nation's next generation.¹¹

2. The Importance of Moral Values in Education

The importance of morals as a foundation in education is due to the frequent occurrence of problems related to moral deviations. It is a term to characterize good deeds and distinguish them from evil deeds. Moral is also interpreted as a teaching about how humans should live and act to become good human beings. Moral value or character education has many roles in building student character

¹¹ Ahmad Nawawi, *Pentingnya Pendidikan Nilai Moral Bagi Generasi Penerus*, (Jurnal INSANIA) 2011, Page 125-126

formation in the family environment, home, and school.¹² According to Al-Ghazali, morals are not just about actions, the ability to do and not about knowledge. However, morals must combine themselves with a mental situation that is ready to bring about action, and this situation must be embedded in such a way the action that arises is not temporary but becomes a habit in everyday life.¹³ A developmental psychologist named James Rest expressed his opinion regarding morals. According to Rest, there are several types of moral development, namely as follows:

- a. Moral sensitivity, namely the ability to interpret and be aware of the consequences of behavior on other people. This ability comes from thinking (cognitive) and feeling (affective) considerations, so that one's actions are effective and efficient in the eyes of others.
- b. Moral decisions, namely the ability of individuals to be able to decide an action is right or wrong. In the individual has an awareness of high morals.
- c. Moral motivation, namely the individual's ability to perform moral actions above the standards of one's own values. An individual acts on the basis of consideration of conscience.
- d. Moral character, which is a trait that grows and develops within an individual, so that with moral courage they can take actions that are in accordance with moral values.¹⁴

Seeing the phenomenon and condition of youth as the nation's next generation, moral values in education are fundamental. Therefore, moral values need to be instilled early in the school environment. For example, through a reliable learning process approach and adequate facilities, an adequate number of study hours,

¹² Andi Taher, *Pendidikan Moral dan Karakter: Sebuah Panduan*, (IAIN Raden Intan Lampung), 2008, Page 546

¹³ Benny Prasetya, *The Critical Analysis of Moral Education in the Perspective of Al-Ghazali, Kohlberg, and Thomas Lichona*, (Jurnal Pemikiran Islam), 2020, Page 141

¹⁴ Putu Sanjaya, "Pentingnya Moralitas Sebagai Landasan dalam Pendidikan," Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja, 2019, Page 46-47

and a straightforward learning program. If this is implemented correctly, students will have good morals, noble character, empathy, have a sense of responsibility, help each other, love each other, honest and noble nature. From the description above, the importance of moral values in education is for the nation's next generation today.¹⁵ According to Nurgiantoro, moral values are the underlying standards of attitudes and determination of right and wrong that are considered by those who make moral standards. Moral values can be interpreted as the distinction between good and bad, right and wrong regarding attitudes, behavior, character, and so on. Therefore, moral values are very important in a nation.¹⁶

Moral values education is essential for the establishment of a nation. Education in moral values (religion, character, morals) a nation country can be destroyed. Therefore, education in moral/religious values is very important, especially for teenagers as the nation's next generation, so that the nation's dignity is raised, the quality-of-life increases, life becomes better, safe, comfortable and prosperous. The moral values education material includes divinity, honesty, character, noble character, caring and empathy, cooperation and integrity, humor, independence and self-confidence, loyalty, patience, pride, responsibility and tolerance.¹⁷ According to Lickona and Amirullah, the character system consists of three interconnected things, namely moral knowledge, moral feelings, and moral actions. The function of values or character education that can build a person who is moral, has noble character and good behavior is as follows:

¹⁵ Ahmad Nawawi, "Pentingnya Pendidikan Nilai Moral bagi Generasi Penerus" *Jurnal Insania*, 2011, Page 129

¹⁶ Yulizal Novera, et al, *An Analysis of Moral Values Addressed in the Student's English Textbook at the Second Grade Students of Senior High School Based on 2013 Curriculum*, (Research in English Language Teaching Journal), 2022, Page 57

¹⁷ Ahmad Nawawi, *Pentingnya Pendidikan Nilai Moral bagi Generasi Penerus* (*Jurnal INSANIA*) 2011, Page 123

- a. Develop basic human potential to become well-behaved individuals.
- b. Building and strengthening community behavior that cares for fellow humans
- c. Build and improve good morale.¹⁸

Moral education is often integrated into the national curriculum and taught in every subject. Moral education equips students with knowledge about moral wrong and ethical right according to certain moral norms and standards. In addition, moral values are behavior that is accepted communally in different social contexts, such as interacting with other groups. According to Liu, moral values include perseverance, respect for authority, politeness, tolerance, and honesty. This shows that tolerance is part of a moral value.¹⁹

According to Xiong, moral values are very high-quality educational values because these values are social signs of civilized humanity, such as care, a sense of responsibility and concern. Moral messages can be used as teaching material conveyed to students in language teaching. Moral values in English language teaching must include a moral message for students. According to Shaaban, English classes also have disciplinary and moral values in their learning, one of which is stated in textbooks which can be instilled in students and practiced in society as well as providing moral messages that can shape students' character so that they have good personalities.²⁰

Additionally, Abdullah Hasan Mydin stated that morality is a reflection of the state of a person's soul. Noble morals are born when a person's soul is free from evil. This refers to morals which are closely

¹⁸ Nurul Dwi Tsoraya, etc, *Pentingnya Pendidikan Karakter Terhadap Moralitas Pelajar di Lingkungan Masyarakat Era Digital*, (Jurnal Manajemen Pendidikan) 2023 Page 9

¹⁹ Filzah Khoirunnisa, etc, *Moral Education in ELT: A Critical Discourse Analysis of Tolerance Values Represented in Indonesian EFL Textbook*, (Eltin Journal), 2021, Page 30

²⁰ M.A. Silmi Mahrudin, etc, *Critical Discourse Analysis of Moral Values in EFL Textbook for Senior High School*, (Al-Lisan Journal Bahasa), 2023, Page 46

related to human behavior. Moral education must be developed so that students' character can emerge in learning.²¹ Research on education based on moral values is very important and is the biggest challenge to resolve the increasing moral crisis among students and learners, improve the level of national education, and realize the earliest goal, namely producing the nation's next generation with good morals.²²

3. Definition of Textbook

a. Textbook

Textbook is a book in a particular field of study that is a standard book compiled by experts for teaching purposes and equipped with teaching tools that its users in schools easily understand. Textbooks must be able to support progress in the learning program.²³ Textbooks are one of the most critical learning media in the curriculum that provide a clear working goal for teachers and students to know where they are going and what to learn next, so there is progress.²⁴

In the textbook, some parts will be used for the tasks performed, such as the given materials, texts, dialogs, utterances, pictures, and themes. Therefore, to implement moral values into the learning process,

²¹ Dela Leka Andromeda, etc, *The Moral Values Found in EFL Textbook "When English Rings a Bell"* (Indonesian Journal of Teaching and Learning), 2023, Page 56

²² Anisa Hersa Putri, etc, *The Analysis of Moral value in Narrative Text of Senior High School English Textbooks*, (Journal of English for Specific Purposes in Indonesia), 2023, Page 11

²³ Sicilia Desiarna etc, *Analisis Kelayakan Bahasa dalam Buku Teks bahasa Indonesia kelas X Kurikulum 2013 Terbitan Kemendikbud 2017 Terhadap Tingkat Ketertarikan Belajar Siswa*, (Jurnal Penelitian dan Pengabdian Sastra, Bahasa, dan Pendidikan, Universitas Islam Riau) 2022 Page 111

²⁴ Karlina Karadila Yustisia, *The Analysis of English Textbook for Eleventh Grade Students Published by Mendikbud Based on Curriculum 2013*, (English language Education Program Faculty of Cultural Studies, Universitas Brawijaya), 2015 Page 1

teachers should be selective in choosing textbooks.²⁵ So, textbooks are one component of language learning. The quality of textbooks also contributes to the success of second language learning. Textbooks are a medium for understanding and building knowledge of second language learning and as a guide in carrying out learning.

A good textbook considers its effectiveness for students in achieving learning goals, understanding the material and learning methods.²⁶ According to Richards, one way to teach moral values in ELT is to use material in textbooks. Textbooks are considered the main resource in language learning programs. Norton and Toohey state that material must be created not only as instructional material, but as material that suits students' needs.²⁷

According to Muslich, textbooks contain learning materials or certain subjects that are arranged systematically and have been selected based on specific standards. No 19 of 2005 on National Education Standards states that textbooks must be used as school reference books that contain learning materials to increase faith and purity, character and personality, mastery of science and technology, aesthetic sensitivity and ability, health and physical potential based on national education standards.²⁸

According to Fakhomah, textbooks are used in the teaching and learning process for teaching English in education. Indonesia has been using textbooks for years. Therefore, English textbooks are textbooks that

²⁵ Tia Widari, *Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks*, (Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara Medan) 2022 Page 3

²⁶ Yuni Pratiwi, etc, *Representing and Implementing Moral Values to Foreign Students in Indonesia Textbooks for Learners others than Indonesians*, (International Journal of Language Education) 2023, Page 61

²⁷ Karmila Widyaningrum, etc, *Moral Values Analysis in "When English Rings a Bell for Grade VII"* (English Educational Journal) 2021, Page 145

²⁸ Karlina Karadila Yustisia, *"The Anlysis of English Textbook for Eleventh Grade Students Published by Mendikbud Based on Curriculum 2013"*, 2015, Undergraduated Thesis, Page 9-10

contain English language material and are always used in classroom learning. According to Simatupang et al, a teacher should choose the textbook that will be used in teaching according to the needs, interests and abilities of students.²⁹

Textbooks are a medium for students and teachers in the teaching and learning process. The textbook contains the lesson content, the skills taught, and the language practices students need. Teachers and students have a significant impact on the textbook. For students, textbooks are essential to them because they can help them in the learning process, and students are motivated to complete the learning. For teachers, textbooks can assist in delivering materials to students.³⁰ Using textbooks, teachers can teach the material according to what is in the book. According to Sasan, books can help and support teachers to achieve their goals in the teaching process. Therefore, teachers can adapt and modify them to meet the needs of students. In addition, textbooks also help teachers design classroom activities that can motivate students.³¹

Most teachers were happy to use textbooks as the basis for their lesson plans. They feel comfortable having textbooks as a teaching aid because the textbook includes materials and tasks for students and provides lessons to be taught in class. Textbooks should raise awareness of how no voice or less experienced teachers can use textbooks as a medium when they teach in the classroom. As time passes, they can introduce more variety in the materials they use and the teaching techniques used. According to Eisner, a textbook that not only contains the definition of a large amount of

²⁹ Putri Aulia Swastika, etc, *The Analysis of Speaking Assessment Types in Textbook "When English Rings a Bell Grade VII"*, 2020, Page 167

³⁰ Tia Widari, "Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbook", Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara Medan, 2022, Page 16

³¹ Hasrul Sani, *Gender Representation in English on Sky 1: A Seventh Grade English Textbook*, (Jurnal Ilmiah Ilmu Pendidikan), 2022, Page 3158

content, the organization, and object curriculum but also influences the way specific topics are presented.³²

According to Cunningsworth, textbooks are a good learning resource for independent study guidelines, containing good material, a source of ideas and activities, a reference source for students and a pre-designed learning structure. Apart from that, assessment is important to help teachers determine various sources of activities that are appropriate for learning.³³ According to Luukka etc, textbooks have an important role in the world of education because some teachers use textbooks as a learning medium.

According to Charnbliss and Calfee, textbooks are a tool for students to understand and learn from the things they read. Textbooks are considered an important instrument for transmitting values, abilities, skills and attitudes to students.³⁴ According to Brown, textbooks help teachers prepare lessons. Therefore, Setiabudi stated that textbooks are textbooks used by teachers and students to facilitate the teaching and learning process.³⁵

b. Advantages and Disadvantages of Textbook

According to Thomson, there are advantages and disadvantages in using textbooks.

Some advantages of using textbooks:

- 1) The textbook provides visuals, reading materials, various activities, etc. Thus, saving the teacher's time in finding the material needed.

³² Biljana, *Textbooks in the EFL Classroom: Defining, Assessing, Analyzing*, Journal Reviewer, 2016, Page 141

³³ Jajang Nooralam, etc, *Formative Assessment in the Merdeka Curriculum English Textbook entitled English for Nusantara*, (English Education Journal) 2022 Page 601

³⁴ Laila Ulsi Qodriani, etc, *Exploring Culture in Indonesia English Textbook for Secondary Education* (Jurnal Pendidikan Indonesia), 2018 Page 51

³⁵ Paulus Sainyakit, *A Content Analysis of Blooms' Revised Cognitive Taxonomy in the Textbook Entitled "Grow with Englis" for the Six Grade of Elementary School*, 2023, Page 237

- 2) The textbook provides a syllabus for the material to be taught
 - 3) The textbook provides several tools for assessing students learning. Including tests and evaluations
 - 4) Textbooks provide supporting materials, such as teacher's instruction, worksheet, videos, etc.
- Some disadvantages of using textbooks:

- 1) The content and examples provided in the textbook may not be in accordance with the material being taught
- 2) Too much focus on many aspects of language
- 3) Available material may be out of date
- 4) Activities in the textbook may be boring³⁶

According to Richards, textbooks have advantages and limitations depending on how they are used. The main advantage is that textbooks provide a structure and syllabus for the learning process. It is impossible for a class to have clear direction about what should be taught and learned without a textbook that has been systematically planned and developed based on the syllabus. By using textbooks, teachers believe that students in class receive the same teaching materials and get the same evaluations.³⁷

4. The Function of Textbook

Textbooks have many functions in learning, both for teachers and students. Textbooks have different qualities from one reader to another, including some texts that have high quality and vice versa. The quality of books can be seen from the perspective, clarity of concepts, relevance to the curriculum, attracting students' interest, fostering motivation, and illustration. Students must understand textbooks, respect individual differences, and contain

³⁶ Thomson Heinle, *Designing Language Courses: A Guide for Teachers*. (Canada: Kathleen Graves) 2000, Page 174

³⁷ Rias Wita Suryani, "*When English Rings the Bell*": *An English Textbook Analysis*, (English Language Teaching and Research), 2018, Page 260

values.³⁸ Textbooks play an important role in the learning process because they function as a means of presenting curriculum teaching materials so that educational goals can be achieved. In the context of learning English in Indonesia, textbooks have an important role because English language proficiency is very important for individuals in the future.³⁹ According Cunningsworth, shows that English textbooks have several functions such as:

- a. Resources for both oral and written presentation materials
- b. Source of activities for communicative interaction for learners
- c. Reference sources on grammar and vocabulary, pronunciation, etc.
- d. Source of ideas for language activities in the classroom
- e. Syllabus that illustrates predetermined learning objectives
- f. Resources for self-directed learning on independence assignments
- g. Support for teachers with less teaching experience and confidence

In some situations, the textbook serves as a supplement to the teacher's learning process in the ESL teaching and learning process. For most teachers, the book provides the basis for the lesson's content. For students, textbooks help to learn the learning material. Therefore, texts become their primary media source of language in addition to the material taught by the teacher.⁴⁰ According to Sheldon, textbooks function in learning that is specifically designed to improve students' skills. Therefore, textbooks are also

³⁸ Anis Komariyah etc, *Ragam Pemanfaatan Buku Teks Sebagai Media Pembelajaran Bahasa Inggris di Kota Bitung Sulawesi Utara*, (Jurnal Ilmiah Iqra, FTIK, IAIN Manado), 2022, Page 183

³⁹ Encik Siti Adilah, etc, *An Analysis of Textbook "English in Mind: Student's Book Starter" for the 7th Year Students of Junior High School Based on Merdeka Curriculum*, (Jurnal Ilmiah Profesi Pendidikan), 2023, Page 1074

⁴⁰ Karlina Karadila Yustisia, *The Analysis of English Textbook for Eleventh Grade Students Published by Mendikbud Based on Curriculum 2013, 2015*, Undergraduate Thesis, Page 16

learning support tools that contain material according to students' needs.⁴¹ According to O'Neill, textbooks have several benefits, including:

- a. Textbooks have materials according to students' needs
- b. It is easier for students to see the lessons shared in class and learn the material that will be discussed at the next meeting
- c. Teachers can adapt textbooks to students' needs

The conclusion is that textbooks are really needed in learning because textbooks are written sources designed for materials that will be taught in class to increase students' knowledge and experience.⁴²

5. Criteria For Textbook Analysis

A good English textbook is a textbook that meets the criteria for a book to help develop students' abilities. Textbooks usually provide quality material and are in accordance with the applied curriculum. The available material must be in accordance with student needs in order to assist students in achieving a learning process that is appropriate to the curriculum. Therefore, the correspondence between curriculum and material must be clear in a textbook.⁴³ Textbook analysis is quite a difficult task because it has to go through several processes:

- a. The textbook's content needs to be analyzed regarding the stated objectives and functions, the extent of teaching areas such as grammar, vocabulary, reading, and writing, as well as the culture present in the student book and teacher handbook.
- b. The textbook content must be read repeatedly according to student's needs, abilities, and preferences.

⁴¹ Suyadi, etc, *Textbook Evaluation: A Framework for Evaluating the English Subject in Kurikulum Merdeka for the Tenth Grade*, Jurnal Ilmiah Universitas Batanghari Jambi, 2023, Page 2629

⁴² Susiati, etc, *An Indonesian National English Textbook for Secondary Level: Is it Qualified Enough?* (Jurnal Varidika) 2020, Page 118-119

⁴³ Annisa Fitri Amalia, *A Content Analysis of Vocabulary Materials in One English Textbook for Vocational High School Students*, Jurnal Pendidikan dan Konseling, 2022, Page 3104

- c. The analysis criteria are established in advance with pre-set objectives to determine the content of the textbooks according to the suggested measures in analyzing texts.

According to Saville-Troike and Fraenkel, content analysis in textbooks is just what is in the textbook. According to Sheldon in his argument, textbook analysis is essentially a subject, a rule-of-thumb activity, and that there are no neat formulas, grids, or systems that can provide exact benchmarks. In his view, establishing uniform evaluation criteria can help make textbook analysis more objective than it currently is.⁴⁴ According to William, there are several principles that should be present in a good textbook and included in a textbook, namely as follows:

- a. a textbook should provide introductory guidance on the presentation of language and skills
- b. a textbook should suggest aids for teaching pronunciation
- c. a textbook should contain meaningful situations and variations for teaching the subject matter
- d. a textbook should distinguish different objectives and skills in vocabulary teaching
- e. a textbook should provide guidance on the initial presentation of the passage for reading comprehension
- f. a textbook should contain appropriate pictures, diagrams, tables, etc.⁴⁵

According to Cunningsworth, there are four criteria for a book that is worthy of being a textbook, namely:

- a. Textbooks must be appropriate to students' needs
- b. Textbooks contain current and future uses of language for readers
- c. Textbooks can be used to facilitate students in their learning process

⁴⁴ Biljana, et al. *Textbook in the Efl Classroom: Defining, Assessing, and Analyzing*, Journal of Rereview, 2016, Page 144

⁴⁵ Yulizar, *An Analysis of Aims and Approach of a textbook: "Look Ahead English Course for Senior High School Students Year X"*, Jurnal As-Salam STAIN Gajah Putih Takengon, Aceh, 2016, Page 130-131

- d. textbooks as a tool to support students in learning⁴⁶

According to Patel and Jain, the criteria for a good textbook are as follows:

- a. the content of textbooks must be appropriate to the individual differences of students
- b. Subject matter must be assessed well
- c. Practice questions are given at the end of the chapter
- d. Textbooks should develop moral qualities in students
- e. There should be no printing errors in the textbook
- f. Textbooks should not be too expensive
- g. Textbook covers must be attractive and of good quality⁴⁷

6. Definition of Merdeka Curriculum

The curriculum in a language is quoted from Latin, namely, *currere* (infinitive) or *coro* (present active), which means run, hurry, and of a race (transitive). *Curir* means runner and *curere* means runway. Furthermore, the term was adopted into English, namely course, racecourse, or racetrack. In French, it is called courier which means to run, while in a classical perspective, it emphasizes the curriculum as a lesson plan in a school.⁴⁸ The curriculum is an important thing in the Indonesian education system, the curriculum also has an important role in the success of making a significant contribution in the process of creating the potential quality of students.

In Indonesia, the curriculum is prepared and applies nationally to all schools as a form of realizing the national ideals of the Indonesian people. Each curriculum has ideal targets in the field of education, which means the desired

⁴⁶ Senowarsito, etc, *The Analysis of Feasibility in EFL Textbook: A Contribution to Curriculum Merdeka*, Arab World English Journal, 2023, Page 307

⁴⁷ Zaenun Nadhif, *An Analysis of Authentic Materials in Textbook Entitled Bahasa Inggris Work in Progress* (Undergraduate Thesis), 2023, Page 26

⁴⁸ Pat Kurniati etc, *Model Proses Inovasi Kurikulum Merdeka Implikasinya bagi Siswa dan Guru Abad 21*, (Jurnal Citizenship Virtues, STKIP Arrahmaniyah Depok, 2022, Page 411

learning outcomes for students to have. Curriculum development is carried out as an anticipatory step in responding to the challenges that arise as a result of these developments while still paying attention to the situation and conditions as well as the norms that apply in society. Curriculum development steps are arranged in such a way as to essentially ensure that students as a learning component gain adequate competence in mastering and utilize technology as desired.⁴⁹ Learning in the independent curriculum cannot be separated from learning tools, namely textbooks. According to Ernawati, the formation of textbooks must be in harmony with the national curriculum and a curriculum that is appropriate to the situation, environmental demands and characteristics of the academic unit concerned. Therefore, the curriculum is closely related to textbooks.⁵⁰

The education curriculum in Indonesia often experiences changes. This curriculum change is the result of curriculum analysis carried out by policy makers. Curriculum analysis must be carried out with the aim of correcting deficiencies in the previous curriculum.⁵¹ The implementation of the curriculum in Indonesia has undergone many changes and improvements, including the thirteenth curriculum, then in 2018 it became thirteen revisions and when Indonesia was hit by the Covid 19 pandemic it changed to the merdeka curriculum.⁵²

The Merdeka Curriculum is a new policy program of the Ministry of Education and Culture of the Republic of

⁴⁹ Difana Leli Anggraini, etc, *Peran Guru dalam Mengembangkan Kurikulum Merdeka*, (Jurnal Ilmu Pendidikan dan Sosial) 2022, Page 291

⁵⁰ Lintang Aulia Kurdiati, *Analysis of Critical and Creative Thinking Aspects in the Science Textbook of Merdeka Curriculum Materials of Measurement in Scientific Work*, (Jurnal Ilmiah Pendidikan), 2023, Page 56

⁵¹ Nyoman Ayu Putri Lestari, *Analysis of 2013 Curriculum Problems so it is Changed into A Merdeka Curriculum*, (Jurnal Pendidikan Dasar Nusantara), 2023, Page 263

⁵² Yuli Supriani, etc, *Islamic Education in the Merdeka Belajar Curriculum* (Jurnal Pendidikan EDUMASPUL), 2022, Page 2781

Indonesia (Kemendikbud RI) by Nadiem Makariem. According to Nadiem teachers must precede it before they teach it to students.⁵³ Merdeka Belajar is an effort to realize the Pancasila student profile. Freedom to learn means freedom to think and innovate.⁵⁴ In Indonesia, curriculum development has reached the independent curriculum. The merdeka curriculum was implemented as a result when Covid-19 spread in Indonesia. The merdeka curriculum has the principle that the center of learning is in the students or can be called independent learning. In this case, students can choose what lessons are interesting to them.

The aim of merdeka learning is to be effective when students experience delays in understanding learning material during the covid 19 pandemic.⁵⁵ Merdeka Belajar has the concept of improving values that were neglected during the pandemic. The Merdeka Belajar system is prepared to face a future era that is always developing in the use of technology in education. Educational institutions must develop learning systems in order to create the nation's next generation for progress and build the nation's ideals.⁵⁶

According to Nadiem Makariem, the independent learning curriculum needs to be applied first to educators before it is applied to students. In learning in the Merdeka Curriculum, learning prioritizes the formation of student character, how to build student character through learning activities and discussion methods so that students can

⁵³ Evi Hasim, *Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi di Masa Pandemi Covid-19*, (Universitas Gorontalo) 2020, Page 69

⁵⁴ Rendika Vhalery, etc, *Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur*, (Research and Development Journal of Education), 2022, Page 186

⁵⁵ Mulik Cholilah, etc, *Pengembangan Kurikulum Merdeka dalam Satuan Pendidikan serta Implementasi Kurikulum Merdeka pada Pembelajaran Abad 21*, (Sanskara Pendidikan dan Pengajaran), 2023, Page 59

⁵⁶ Muhammad Reza Arviansyah, etc, *Efektivitas dan Peran dari Guru dalam Kurikulum Merdeka Belajar*, (Jurnal Ilmiah Kependidikan), 2022, Page 45.

communicate well.⁵⁷ The curriculum is a plan of learning, teaching materials, and learning experiences prepared in advance. The curriculum is material for every teacher in carrying out the teaching and learning process. Indonesia is a country that has made several curriculums changes due to changes in government regulations. In teaching and learning, the curriculum is a reference for education. In an automatic curriculum, knowledge is not directed.

According to Nasution, the curriculum is a lesson plan that is prepared in advance to create a learning process to be organized through an educational institution.⁵⁸ Learning independence is implemented to give students the freedom to choose the areas of ability they are interested in. Therefore, it is expected that students become more creative and innovative in carrying out the teaching and learning process.⁵⁹

According to Al Fasya, the independent curriculum aims to answer the challenges of education in the era of the Industrial Revolution 4.0, where its application must support the ability to think critically and also in solving problems, creativity and innovation, as well as be skilled in communicating and collaborating with students. The independent learning curriculum frees teachers to create educational and enjoyable learning.⁶⁰

Merdeka learning curriculum has a curriculum concept that demands student independence. Independence is defined as every student being able to access knowledge from both formal and non-formal education. This

⁵⁷ Mira Marisa, *Curriculum Innovation "Independent Learning" In the Era of Society 5.0*, (Jurnal Sejarah, Pendidikan dan Humaniora), 2021, Page 72

⁵⁸ Selamat Ariga, *Implementasi Kurikulum Merdeka Pasca Pandemi Covid 19*, (Jurnal pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat, STAISES Kutacane Aceh Tenggara), 2022, Page 665

⁵⁹ Evi Hasim, *Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi di Masa Pandemi Covid 19*, (Universitas Negeri Gorontalo) 2020, Page 74

⁶⁰ Selamat Ariga, *Implementasi Kurikulum Merdeka Pasca Pandemi Covid 19*, (Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat, STAISES Kutacane Aceh Tenggara) 2022, Page 663-664

curriculum does not limit the concept of learning at school or outside school. The curriculum demands creativity from teachers and students. This curriculum does not define the concept of learning in school or outside of school. This curriculum requires creativity from teachers and students.⁶¹

According to Ornstein & Hunkins, the curriculum is a means for learners so that the knowledge learned can lead them to understand the nature of life and have the ability to improve the quality of life both individually and in society. Sociologically, a good curriculum must also be able to pass on culture from one generation to the next.⁶² The concept of independent learning brings direction to make a good contribution in demanding an improvement in the learning system for students to learn freely. In Indonesia, the quality of human resources is expected to improve overall change. The independent learning system has reasonable goals, and in general, the system policy determined is inevitable and ideal for everyone so that the education system in Indonesia is more advanced.⁶³

The Merdeka Curriculum has general characteristics in its application, such as the teaching and learning process in the classroom can be replaced outside the classroom, this aims to enable students to bring out their character. Apart from that, the merdeka curriculum does not burden students when studying and makes the teaching and learning curriculum fun. Even though learning adapts to students' abilities, the curriculum has standards for assessing student learning achievements.⁶⁴

⁶¹ Juliati Boang Manulu etc, *Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar*, (Journal Mahesacenter, Universitas Negeri Medan), 2022, Page 81

⁶² Maman Suryaman, *Orientasi Pengembangan Kurikulum Merdeka Belajar*, e journal unib UNY, 2020, Page 16

⁶³ Mira Marisa, *Curriculum Innovation "Independent Learning" In the Era Society 5.0*, Jurnal Sejarah, Pendidikan dan Humaniora, UIN Raden Fatah Palembang, 2021, Page 68

⁶⁴ Mulik Cholilah, etc, *Pengembangan Kurikulum Merdeka dalam Satuan Pendidikan serta Implementasi Kurikulum Merdeka pada pembelajaran Abad 21*, (Jurnal Sanskara Pendidikan dan Pengajaran) 2023, Page 64

B. Previous Studies

This research aims to know the moral values in the textbook. Therefore, the researcher to analysis the chapter in the textbook. In previous studies, there are many examples of moral values that could be taken in textbooks. In this study, the researcher obtained several previous studies that were in accordance with this research. Some researchers are related to this study:

Table. 2.1 Previous Studies

No	Researcher (Year)	Title	Similarity	Differences
1.	Rutela Renette, Safnil, Wisma Yunita, (2021)	A Content Analysis of Character Education Values in the English Students for Senior High School in Indonesia	Use qualitative methods	Previous research analyzed character education in textbooks, and this study analyzed moral values in textbooks
2.	Dwi Widjaya Sukma, Elih Sutisna Yanto, Kusrin, (2021)	Representation of Moral Values in One ELT Textbook for Senior High School Students: Critical Discourse Analysis”	Analyzing moral values in textbooks for high school seniors	The previous studies use Critical Discourse analysis (CDA) and this research use
3.	Widia Yunita and Patriadi Patriadi, (2019)	English as a Foreign Language (EFL) Students’ Ability in Identifying Moral Values	Identify moral values	The previous studies used descriptive quantitative method and this research use descriptive

No	Researcher (Year)	Title	Similarity	Differences
		within Narrative Texts”		qualitative method
4.	Tia Widari, (2022)	Moral Values Representation in EFL Textbook: A Comparison of Locally and Internationally Published Textbooks	Use descriptive qualitative method	The previous studies used textbooks published locally and internationally, and this research use textbook “Work in Progress”
5.	Nindi Maulia Hamidah, Elih Sutisna Yanto, Yousef Bani Ahmad, (2022)	Exploring Character Education Values on Picture Dialogue in English Textbook for Eight Grade of Junior High School”	Use descriptive qualitative method	The previous studies exploring character education values in English textbook and this research analysis moral values in English textbook

C. Theoretical Framework

Moral values in the current era need to be considered. because moral values are very important for each individual. Therefore, places of learning such as schools have an important role in developing moral values in students. This research can help teachers in choosing textbooks that will be used to teach and become English teaching materials that contain moral values.

The theoretical framework allows the researcher to identify entry points into the researcher. Based on the theories and some of related researches above, the researcher can arrange a framework for thinking in this research as follows:

read each learning chapter of the textbook, understand the contents, conclude the moral values contained in the textbook, and analyze the moral values from the textbook.

