

CHAPTER IV

RESEARCH FINDINGS DISCUSSION

In chapter IV, the researcher discusses the results of the textbook analysis of moral values contained in the English text "Work in Progress". The book consists of six chapters. This chapter presents the findings from the research that were used to answer the research questions. In this case, we discuss the integration of moral values in the English EFL textbook published by the Ministry of Education and Culture for class X SMA. The analysis findings in this textbook are presented in the form of text and images and instructions for working on questions. In this analysis, the focus is on the moral values represented in this textbook compared to the eighteen moral values set by the Ministry of National Education.

A. Description of the Research Object

This sub-chapter explains the data and research results. Researchers present data from textbooks for tenth grade high school which is the object of this research. The data displayed is based on what is written in the work in progress textbook. This chapter also presents data related to research. The researcher presents a profile of the high school work in progress textbook, textbook sections and a description of the textbook material.

1. The Profile of Indonesian Senior High School Textbook

This textbook is student English textbooks are prepared by the Kemdikbud on Merdeka curriculum. This book is also used in several high schools for the Merdeka curriculum. This textbook is used in educational units implementing the Merdeka curriculum. Textbooks are one of the main learning sources for use in educational units. The reference for the preparation of textbooks is the curriculum implementation guidelines in the context of learning recovery stipulated by the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 dated February 10, 2022.¹ One of the books published in the Merdeka curriculum is the work in progress book. The book presentation is designed in the

¹ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 1

form of various learning activities to achieve competency in these Learning Outcomes.

This book has advantages and disadvantages, namely that the textbook provides visuals, reading material and various activities so that it saves teacher time in searching for the material needed, apart from that, this work in progress book is equipped with the scope and sequence of semester 1 and semester 2. The disadvantages of this book are the picture in the book does not include a direct or explicit message but is conveyed implicitly or has a hidden meaning.

This book is used in educational units implementing the Merdeka Curriculum. The pandemic has changed almost all aspects of life significantly, one of which is that the world of education in general has been drastically changed from the school room to a virtual room in applications such as Zoom and Google Meet. Based on this case, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia designed and implemented the Merdeka Curriculum. One part of curriculum implementation is the provision of learning resources in the form of textbooks that support the achievement of curriculum goals through teaching materials. This book was written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih.

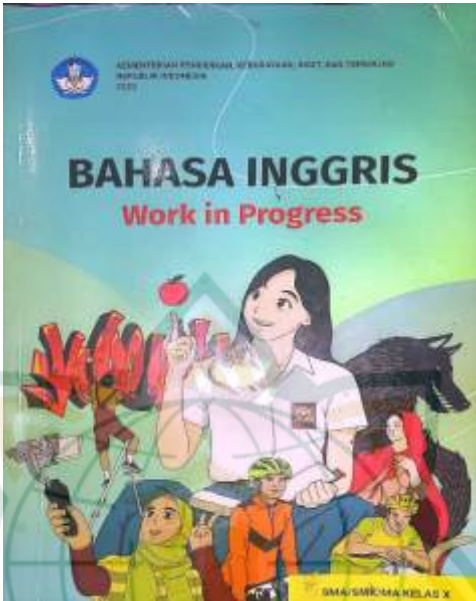


Figure 4.1. Cover

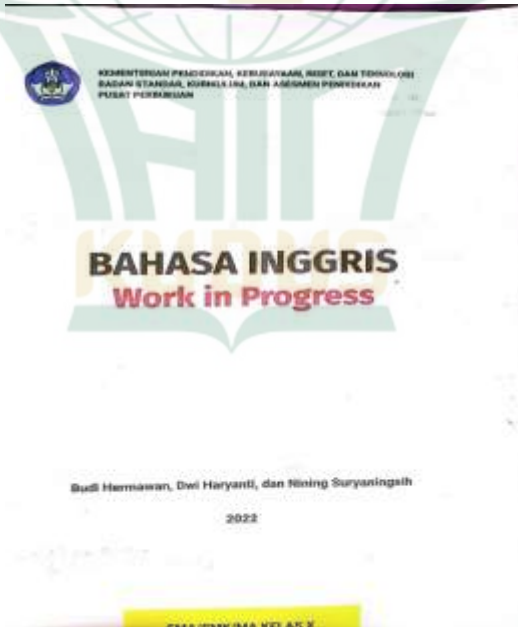


Figure 4.2. Cover Page

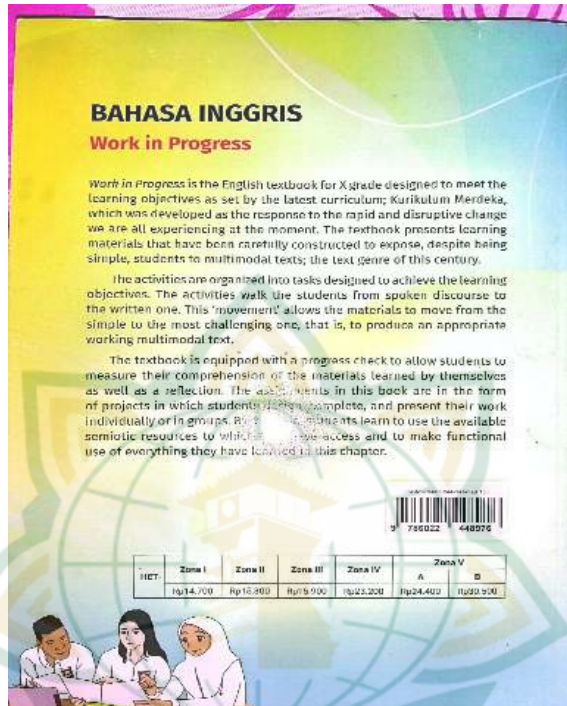


Figure 4.3. Back Cover

In this research, there are several reasons why the researcher wants to know the moral values contained in the work in progress book which has been used by several schools in Indonesia. Researchers chose high school textbooks for this research because the books teach moral education because high school students have many problems in moral ethics which affect their learning in the classroom. The textbook material not only provides knowledge but implicit and explicit moral values for young people's learning education. Therefore, moral education is very important where students not only learn about material but also learn about moral values. One way to learn moral values through textbooks is to apply them in everyday life. The description of the textbook can be seen below:

Table. 4.1. The Description of the Textbook

No.	Items	Grade X
1	Title	Bahasa Inggris Work in Progress
2	Writers	Budi Hermawan, Dwi Haryanti, Nining Suryaningsih
3	Publisher	Kemdikbud
4	Year of publication	2022
5	Number of pages	2 covers + 182
6	ISBN Number	ISBN 978-602-244-896-9 (no.jil.lengkap) ISBN 978-602-244-897-6 (jil.1) ²

2. The Content of Textbook “Work in Progress” EFL for Senior High School

The inside textbook “Work in Progress” EFL for senior high school is arranged based on the outline division, including the front (introduction), the content, and the cover. The details are as follows:

a. The Front (Introduction)

This part includes the title of the textbook (front cover), publication catalogue (writer, reviewer, publishing supervisor, contributor, illustrator, editor, desainer, and publisher) and forward, preface, table of contents, list of picture and introduction.

b. The Contents

The contents of this textbook include material for learning activities for first until second semester. The materials in the textbook consisting of 6 chapters, 4

² Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 1

chapters for the first semester and 2 chapters for the second semester grade X senior high school.

c. The Cover

This section contains some glossary, references, photo credits, index, writer biographies, reviewer biographies, editor biographies and desainer biographies.

3. The Description of the Material from Senior High School Textbook “Work in Progress”

Textbooks are a medium to assist in the teaching and learning process. The material or content of the textbook consists of several chapters divided into several themes. In this work in progress textbook, there are two themes and six chapters. Namely sports and art as well as chapters one to chapter six. The table below shows the chapters with book pages. The Indonesian senior high school textbook for grade X consists of 6 chapters, which are as follows:

Table.4.2 The Description of the Material Indonesia Senior High School for Grade X

No	Chapter and Theme	Page
1	Chapter 1. Great Athletes	3
2	Chapter 2. Sport Event	29
3	Chapter 3. Sport and Health	53
4	Chapter 4. Healthy Foods	79
5	Chapter 5. Graffiti	103
6	Chapter 6. Fractured Stories	129

B. Research Finding

Based on the problem formulation in the first chapter, the description of this research is grouped into two formulations, namely: (1) What are the moral values that appear in the English textbook entitled “Work in Progress”? (2) How the moral values are contained in the English textbook entitled “Work in Progress”?

This research uses a qualitative literature review. This type of research is carried out by collecting data and information sources from representation, texts, previous similar studies, journals, or image in the textbooks. After all the data is collected, it is then presented and analyzed by the researcher as follows:

1. The Moral Values that Appear in the English Textbook entitled “Work in Progress”

In this study, work-in-progress textbooks were analyzed based on 18 moral values by the Ministry of National Education, namely religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, spirit of nationality, love of homeland, rewarding achievement, friendly/communicative, love peace, the joy of reading, environmental care, social care, and responsibility.

The purpose of strengthening moral values based on the Ministry of Education and Culture is to provide students with the knowledge to deal with changes in the future, develop national education through character education, and improve the quality of education by increasing understanding of moral values.³ Learner character development is the government outlined in the national education system. The government focuses on teaching moral values to students.⁴

In education, morals are the main thing that needs to be prioritized. Examples of moral behavior when in school such as a student greeting his teacher, the behavior of other students toward there.⁵ Education and moral values go hand in hand in forming moral values in students, producing attitudes that reflect the desired values.⁶ The moral values

³ Asarina Jehan Juliani, etc, *Pendidikan Karakter Sebagai Upaya Wujudkan Pelajar Pancasila* (Universitas PGRI Palembang), 2021, Page 260

⁴ Firman Mansir, etc, *Implementasi Pendidikan Karakter Melalui Kegiatan pembinaan Peserta Didik dalam Membentuk Watak Kuat Positif*, (Jurnal Taman Cendekia), 2020, Page 426.

⁵ Rafsel Tas'adi, *Pentingnya Etika dalam Pendidikan*, (STAIN Batusangkar), 2014, Page 191

⁶ Aceng Kosasih, *Konsep Pendidikan Nilai*, (Journal of Chemical Information and Modeling), 2015, Page 11

contained within oneself need to be applied, such as honesty, responsibility, independence, tolerance towards others, and so on.⁷

Table.4.4. The Categories of Moral Values Contained in EFL Textbook “Work in Progress” for Senior High School Grade X

No	Eighteen moral values set by Ministry of Nation Education	Moral values found in EFL textbook “Work in Progress”
1	Religiosity	✓
2	Honesty	
3	Tolerance	
4	Discipline	✓
5	Hardworking	✓
6	Creativeness	✓
7	Independence	
8	Democratic	
9	Curiosity	✓
10	Spirit of Nationally	✓
11	Love homeland	
12	Rewarding Achievement	✓
13	Friendly/Communicative	✓
14	Love Peace	
15	Joy of Reading	✓
16	Environmental Care	
17	Social Care	
18	Responsibility	

From the eighteen (18) moral values by Ministry of Education, in this textbook for grade X researcher only found nine (9) moral values, meanwhile moral values, Honesty, Tolerance, Independence, Democratic, Love homeland, Love Peace, Environmental Care, Social Care

⁷ Putu Sanjaya, *Pentingnya Moralitas sebagai Landasan dalam Pendidikan*, (Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja), 2019, Page 47

and Responsibility are not found in textbook Work in Progress.

2. The Ways Moral Values Presented in the Textbooks Entitled “Work in Progress”

After the researcher read and analyzed the contents of the work in progress textbook, the researcher found several ways in which moral values were presented in the textbook published by the Ministry of Education and Culture. In fact, there are several characteristics in the textbook, so researchers can use these characteristics to convey the moral values in this book. So, a teacher can teach material and also introduce moral values to students.

From the explanation above, researchers found three methods or ways of how moral values are presented in textbooks, namely: instructional objectives, pictures, exercise instructions.

a. Instructional Objectives

Instructional objectives are goals set to be achieved after completing a chapter. This objective functions as a guide tailored to the type of text genre taught in each chapter. In the table below, there are several examples of moral values presented through instructional objectives, namely:

Table.4.5. The Instructional Objectives of the Chapter and Moral Values

No	The Instructional Objectives	Moral Values	Page
1	Chapter 1: identify context, main ideas and detailed information from an oral and verbal descriptive text presented in multimodal form	Joy of reading	4

No	The Instructional Objectives	Moral Values	Page
	about great athletes. ⁸		
2	Chapter II: communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally to talk about a sports event. ⁹	Friendly/ communicative	30
3	Chapter III: write a procedure text about sports and health with an appropriate structure of organization and linguistic features and present it. ¹⁰	Creativeness	54
4	Chapter IV: identify context, main ideas and detailed information from an oral and verbal procedure text	Joy of reading	80

⁸ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 4

⁹ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 30

¹⁰Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 54

No	The Instructional Objectives	Moral Values	Page
	presented in multimodal form about healthy foods. ¹¹		
5	Chapter V: communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about graffiti. ¹²	Friendly/communicative	104
6	Chapter VI: write an expository text about fractured stories with an appropriate structure of organization and linguistic features and present it. ¹³	Creativeness	130

b. Pictures

Pictures are one of the media that has been used in textbook learning. Image media always describes places, people, or activities. Image media

¹¹ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 80





¹² Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 104

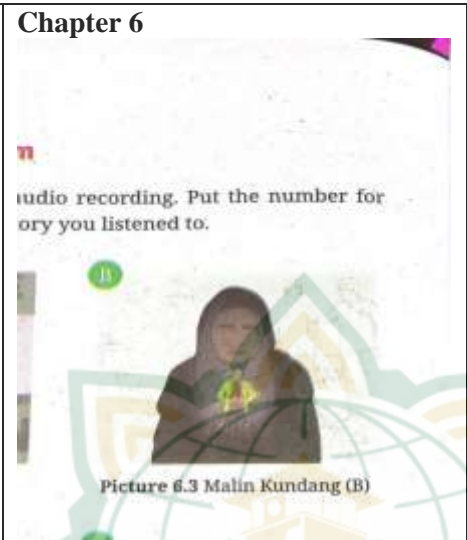
¹³ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 130

is an effective medium for making students understand the material and can describe something. Image media is also used as a communication tool between students and teachers. In this study, researchers analyzed several pictures in books that contain moral values in learning. Examples can be seen in the table below:

Table 4.6. The Picture and Moral values

No	Pictures	Moral Values	Page
1	<p>Chapter 1</p> <p>Enrichment</p> <p>The Paralympic Heroes</p> <p>Background</p>  <p>Picture 3.10 Leani Oktika Rati, one of the Paralympic heroes.</p> <p><small>Source: Getty Images/Science.com (2021)</small></p> <p>Leani Oktika Rati achieved a historic Paris badminton double at Tokyo 2020 and went close to making it three gold medals in the three competitions she played in. She was 20 years old when the motorcycle accident happened, her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves. An aspiring badminton player before that day, Rati Oktika thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again.</p> <p><small>Source: https://olympics.com/tokyo-2020/paralympic-stories/leani-oktika-rati</small></p>	Spirit of Nationally	27
2	<p>Chapter 2</p>  <p>Picture 3.17 Paralympic games</p> <p><small>Source: Li-Hwei Zhang, Getty Images (2022)</small></p> <p>What to Do</p> <p>Step 1</p> <p>Explore the 2020 Paralympic Games. Compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games, such as Rio de Janeiro in 2016, London in 2012, or</p>	Hardworking	51

<p>3</p>	<p>Chapter 3</p>  <p>er the questions.</p> <p>Picture 3.2 Doing exercises</p>	<p>Discipline</p>	<p>55</p>
<p>4</p>	<p>Chapter 4</p> <p>Step 5 Present your menu in the form of a gallery and do the gallery walk to see your classmates' menu.</p>  <p>Picture 4.10 Gallery walk</p> <p>Scan the following QR Code or visit the link to download the worksheet you need to do in each task: https://static.bahca.kemdikbud.go.id/content/media/doc/03-fuggria-C98.docx</p> 	<p>Curiosity</p>	<p>100</p>
<p>5</p>	<p>Chapter 5</p> <p>Enrichment</p> <p>Responding to Graffiti</p> <p>Background</p>  <p>Picture 5.12 Gritty Graffiti Indonesia Source: grity.gafflyoutube.com (2021)</p> <p>Watch the video entitled Gritty Graffiti Indonesia. https://www.youtube.com/watch?v=ALRVQ0RZ48</p>	<p>Rewarding Achievement</p>	<p>126</p>

6	<p>Chapter 6</p>  <p>udio recording. Put the number for ory you listened to.</p> <p>Picture 6.3 Malin Kundang (B)</p>	Religiosity	132
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Source: *Bahasa Inggris Work in Progress* published by Kemdikbud

c. Exercise Instruction

Exercise instructions are instructions at the beginning of the exercise that explain how to answer or do the exercises in the book. With the exercise instructions, it is expected to make it easier for students to do the task. In an exercise instruction in this textbook there are several moral values, for example as in the following table:

Table.4.7. The Exercise Instruction and Moral Values

No	The Exercise Instruction	Moral Values	Page
1	Chapter I: Let's Play. We are going to play a game. Here are the steps. ¹⁴	Curiosity	6
2	Chapter II: Let's Share. Talk about your experience	Friendly/ communicative	40

¹⁴ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 6

	to your partner without looking at your notes. ¹⁵		
3	Chapter III: Take Notes. Did you learn new words from the text? Add them to your vocabulary box. ¹⁶	Joy of reading	60
4	Chapter IV: Look and Share. Look at the picture. Discuss which are healthy and less healthy foods and drinks. ¹⁷	Curiosity	81
5	Chapter V: Let's Have a Game. We are going to play a game called "Name a Name". please choose one word or expression which is related to Art. Prepare simple information on the word/expression. Write down the word/expression you hear in the vocabulary box. ¹⁸	Curiosity	105
6	Chapter VI: Let's Play. Your teacher will read part of a story. Decide what title and part of the story is read to you. ¹⁹	Joy of reading	134

¹⁵ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 40

¹⁶ Budi Hermawan, etc, *Bahasa Inggris Work in Prpgress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 60

¹⁷ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesai, 2022, Page 81

¹⁸ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 105

¹⁹ Budi Hermawan, etc, *Bahasa Inggris Work in Progress*, Kementerian Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022, Page 134

Based on the data above, the number of moral values can be seen in the table below:

Table. 4.8. The Number of Moral Values

No	Moral values	Page	Total
1.	Joy of Reading	4, 80, 134	3
2.	Friendly/ communicative	30, 104, 40	3
3.	Creativeness	54, 130	2
4.	Spirit of nationally	27	1
5.	Hardworking	51	1
6.	Discipline	55	1
7.	Curiosity	100, 6, 81, 105	4
8.	Rewarding Achievement	126	1
9.	Religiosity	132	1

C. Discussion

1. The Moral Values that Appear in the English Textbook Entitled “Work in Progress”

Moral values that appear in English textbook entitled “Work in Progress” there are nine (9) moral values namely Religiosity, Discipline, Hardworking, Creativeness, Curiosity, Spirit of Nationally, Rewarding Achievement, Friendly/Communicative and Joy of Reading.

In the English textbook Work in Progress there is a moral value Religious. According to Sutrisno, religion is human awareness that everything in this world has its orientation determined by God. Religion is a big influence in life, because it has a connection with God. Each person’s belief is in themselves to believe in the destiny that God has given.²⁰

²⁰ Rijal Firdaos, *Emotional Intelligence, Religiosity, and Social Attitude of Students*, (Jurnal Pendidikan Islam), 2017, Page 47



Picture 4.1 Malin Kundang's Mother

In this research, religious moral values are found in the picture in chapter 6, page 132. The picture shows Malin Kundang's mother praying for her son to be successful overseas. Prayer is a way for humans to communicate with God.

The second moral values are Discipline. Discipline is a form of someone's character who is orderly in doing something. Discipline in terms of time, work or daily activities. Discipline character usually appears when someone is used to obeying a rule. So, the conclusion is that discipline is very important for students in forming individuals who obey the rules.²¹ Below are examples of images related to discipline:

²¹ Alfauzan Amin, etc, *The Study of Differences and Influences of Teacher Communication and Discipline Characters of Students* (Jurnal Ilmiah Sekolah Dasar) 2021, Page 623



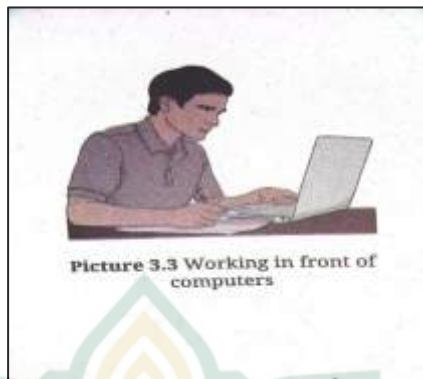
ch **Picture 3.2 Doing exercises**

Picture 4.2 Someone doing exercise

in this research there is a moral value of discipline, namely in the picture in chapter 3 page 55. The picture shows a woman doing sports. During the pandemic, it is recommended to maintain health, such as doing regular exercise. Discipline in doing sports can maintain the body's immunity to avoid any viruses.

The third moral values are Hardworking. According to Desmita in her analysis, the character value of hard work is a value that can help students to achieve their dreams in the future. To achieve future goals, students must have a good hard work character. Teenagers today have to think about their future by working hard to achieve what they want. According to Mustan, the characteristics of people who have a hardworking character include being serious about doing something, using all their abilities to achieve a goal, and being able to find solutions to overcome a problem.²² Below are examples of images related to Hardworking:

²² Selamat Riyadi, etc, *The Effectiveness KIPAS Model of Counseling Using Self-Management Techniques to Improve Hard Working Character Value* (Jurnal Bimbingan dan Konseling) 2022, Page 173



Picture 4.3. Someone working in front of computer

In this research, there is the value of hard work in a picture in chapter 2 page 55. The picture shows someone doing their work in front of the computer seriously and working hard so that what they do is done well.

The fourth moral values are Creativity. Creativity is a skill that a person has and produces work with good ideas. According to Davis, creativity has two important components, namely personality or character that is inherent in a person and a way of thinking creativity to create a new work. The characteristics of someone who has creativity include having a high curiosity, being sensitive to their surroundings, believing in their own ideas, being open to input from other people ideas.²³ In this research, the moral value of creativity is found in Instructional Objectives, chapter 6 page 130, “write an expository text about fractured stories with an appropriate structure of organization and linguistic features and present it”. Instructions to write texts according to students’ abilities and creative ideas. This can train students to think creatively to create a work.

The next moral value contained in the English textbook Work in Progress is Curiosity. Curiosity in the learning process is a good thing. Students gain new

²³ Sara Kasmaienezhadfad, etc, *Effects of Picture in Textbooks on Students Creativity*, (Multi-disciplinary Edu Global Quest) 2015, Page 89

knowledge and insight when learning something. According to Bergin, developing curiosity in the learning process needs to be implemented to broaden students' horizons and facilitate their teaching and learning activities.²⁴



Picture 4.4 Students are conveying healthy menu to other students

In this research, the moral value of curiosity is found in a picture in chapter 4 page 100. In this picture, students are curious about posters made by other students. Due to their high curiosity, the students looked at the posters stuck in the gallery and listened to explanations from other students.

The sixth moral value is the Spirit of Nationality. The value of nationalism is a way of acting, thinking that shows concern, high loyalty to social, culture, language and prioritizing the interests of the nation above personal

²⁴ Hartini, etc, *Expressing the Level of Curiosity of Students Studying in College*, (Jurnal Konseling dan Pendidikan) 2020, Page 112

interests. So, the national spirit is an attitude of love for the homeland and respect for the country.²⁵



Picture 4.5 The Paralympic athlete

In this research, the moral value of spirit of nationally is found in the picture in chapter 1 page 27. This picture shows a badminton athlete who has a national spirit to win the championship even though his leg was broken in an accident. The athlete never gave up and continued to try to get back up.

The next moral value is communication. Communication is a way for someone to greet each other or talk to other people. Creating a good relationship between students and other students or teachers and students requires good and smooth communication.²⁶ In this research, many moral values were found, one of which is

²⁵ Sucita Mova Lestari, etc, *An Analysis the Character Education in Students Textbook Entitled English Skills for the Future 10th Grade Publishing by Grafindo Media*, (International Journal of Innovation and Education Research), 2015, Page 15

²⁶ Ujang Jamaludin, *The Roles of Teachers in Cultivating Communicative Values in Schools* (Jurnal Ilmiah Sekolah Dasar) 2021, Page 54

found in Learning Objectives chapter 2 page 30, “communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally to tell about a sport event”. In this chapter, students are instructed to give opinions in discussions. In this chapter, students are instructed to give opinions in discussion. This will make students interact and communicate with each other so as to produce mutual agreement.

The next moral value found in the English textbook *Work in Progress* is the joy of reading. According to Dom and Soffos, reading habits must be taught from childhood with the help of teachers at school and it is teacher’s responsibility to help their students read. Reading is the basic for learning anything in life. Without reading, students can’t understand what the teacher is saying. Good readers can use strategies to understand what they read.²⁷ In the textbook there is a moral value of joy of reading in chapter 3, page 60, “Take Notes. Did you learn new words from the text? Add them to your vocabulary box”. This shows that students must be found of reading to learn new vocabulary. Reading is often referred to as a complex cognitive process. this mean that reading is not just about exploring the information contained in a text that is read.

The next moral value is Rewarding Achievement. Rewarding achievement is a moral value that everyone must have. Rewarding achievements is an attitude that appreciates the hard work someone has done.²⁸

²⁷ M. Sayyid Wijaya, *Creating the Joy of Reading Literature to Build Students Character on Reading Hobby*, (IAIN Raden Intan Lampung) 2020 Page 100-102

²⁸ Sucita Mova Lestari, etc, *An Analysis the Character Education in Students Textbook Entitled English Skills for the Future 10th Grade Publishing by Grafindo Media*, (International Journal of Innovation and Education Research), 2015, Page 16



Picture 4.6 Graffiti in the wall

In this research, the moral value of rewarding achievement is found in a picture in chapter 5, page 126. The picture shows graffiti painting on the wall. This painting is considered art. So, to show empathy for someone's work can appreciate this achievement.

2. The Ways Moral Values Presented in the Textbooks Entitled "Work in Progress"

From the research findings above, researchers found three methods or ways of how moral values are presented in textbooks, namely: instructional objectives, pictures, exercise instruction.

a. Instructional Objectives

In chapter I: "identify context, main ideas and detailed information from an oral and verbal descriptive text presented in multimodal form about great athletes". The moral value contained is the joy of reading, because objective instructions direct you to identify the main ideas in the descriptive text of the great athlete's reading. Students can find the main idea in a text by reading the text. So, with this instruction students can improve their reading skills.

In chapter II: “communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally to talk about a sports event”. The moral value that is contained is the friendly/communicative, because students are asked to discuss simple ideas and give opinions. After that, students make presentations about the results of discussions with their friends. The moral value is that students can engage in communication with their friends. Communication that occurs without habituation will produce a different perspective or point of view. Habits are anything that is done repeatedly to make each individual accustomed to behaving and thinking well.²⁹

In chapter III: “write a procedure text about sports and health with an appropriate structure of organization and linguistic features and present it”. The moral value contained is creativeness, because students are instructed to write procedural texts about sports, students can develop their ideas and think creatively.

In chapter IV: "identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about healthy foods". The moral value contained is the joy of reading, because students can identify procedural texts, look for the main idea in the text. Therefore, students are trained to love reading.

In chapter V: "communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about graffiti". The moral value contained is friendly/communicative, because students can interact with other students in carrying out discussion assignments.

In Chapter VI: "write an expository text about fractured stories with an appropriate structure

²⁹ Ujang Jamaludin, etc, *The Role of Teacher in Cultivating Communicative Values in Schools*, (Jurnal Ilmiah Sekolah Dasar), 2021, Page 54

of organization and linguistic features and present it". The moral value contained is creative because the sentence instructed is to write a fracture story text based on its structure and present the results. Creativity is the talent to produce unique and useful work. Therefore, creativity is formed from personal and environmental factors.³⁰ This shows that students are able to be creative according to their abilities with their own creative ideas. Students are able to think creatively with good ideas to produce writing about fracture stories. Based on the results of the explanation above, the moral values contained in the instructional objectives are joy of reading, friendly/communication and creativeness.

b. Pictures

In the chapter I: "picture of paralympic athlete Leani Oktila Ratri". this picture is of a badminton athlete who won a gold medal in Tokyo in 2020, he had an accident when he was 20 years old, this caused his left leg to be shorter than normal. Leani had given up on her situation at that time, but with the enthusiasm and support of her family, Leani rose again with a burning national spirit. From this picture, the moral value contained is the national spirit that grows when conditions experience difficulties.

In the chapter II: "the picture of Paralympic games" the picture shows that the Paralympic athletes try and work hard to win the competition. The athlete never gave up before reaching the finish line. From this picture, the moral value contained is working hard.

In the chapter III: "a woman who is doing sports" in the pandemic era, taking care of your body so you don't get sick easily is an obligation. By exercising regularly and with discipline, your body will always be healthy and fit. From this

³⁰ Sara Kasmaienezhadfar, etc, *Effects of Pictures in Textbooks on Students Creativity*, (Milti-disciplinary Edu Global Quest) 2015, Page 91

picture, the moral value contained is discipline in exercising.

In the chapter IV: "students are presenting a healthy food menu in front of their classmates". Two students show a healthy menu in front of their class. After that, their classmates can look at the menu and find out what healthy menus and healthy foods they need to know during the pandemic. The moral value contained in the picture is the classmate's curiosity about healthy menus during the pandemic.

In the chapter V: "picture of a man drawing graffiti on the wall". Graffiti is an art. So as a student you must be able to appreciate the work of others. That way, artists will feel happy if their work is appreciated by other people. The moral value contained is rewarding achievement. According to Brophy, awards are a great motivator. Awards tend to create feelings of pride and achievement as well as motivation to do something.³¹

In the chapter VI: "picture of a mother praying for her child" namely Malin Kundang's mother who sincerely prays for her child so that Malin Kundang will be successful in finding work outside the city. The moral values contained are religious values, because Malin Kundang's mother always prays for her child so that Malin Kundang will be successful overseas. From this picture, students can conclude that by observing the picture there is a religious moral value. Based on the results of the analysis of picture in textbooks, they contain moral values such as national spirit, hardworking, discipline, curiosity, rewarding achievement, and religiosity.

³¹ Dian Dwi Prasetyo, etc, *The Correlation Between Rewarding Students and Their Achievement in English Language Learning*, (Jurnal Pendidikan dan Pembelajaran), 2019, Page 4

c. Exercise Instruction

In the chapter I: “Let’s Play. We are going to play a game. Here are the steps”. The moral value contained in the exercise instruction is curiosity, because students can follow the steps in playing the game. This fosters students' curiosity.

In the chapter II: “Let’s Share. Talk about your experience to your partner without looking at your notes.” The moral value contained in the exercise instruction is friendly/communicate, because students communicate with their friends to discuss their experiences.

In the chapter III: “Take Notes. Did you learn new words from the text? Add them to your vocabulary box.” The moral value contained in exercise instruction is the joy of reading, because students look for new words or vocabulary in a text. This shows that students must be fond of reading to learn new vocabulary. Reading is often referred to as a complex cognitive process. This means that reading is not just about exploring the information contained in a text that is read.³²

In the chapter IV: “Look and Share. Look at the picture. Discuss which are healthy and less healthy foods and drinks”. The moral value contained in the exercise instruction is curiosity, because students discuss healthy food and drinks. Curiosity arises when students learn about the material.

In the chapter V: “Let’s Have a Game. We are going to play a game called “Name a Name”. please choose one word or expression which is related to Art. Prepare simple information on the word/expression. Write down the word/expression you hear in the vocabulary box”. The moral values contained in the exercise instruction are curiosity,

³² M. Sayid Wijaya, *Creating the Joy of Reading Literature to Build Studenys' Character on Reading Hobby*, (English Education: Jurnal Tadris Bahasa Inggris), 2014, Page 101

because students are instructed to play games to write vocabulary that is heard through the expressions of other students. This can foster curiosity.

In the chapter VI: “Let’s Play. Your teacher will read part of a story. Decide what title and part of the story is read to you”. The moral value contained in the exercise instruction is the joy of reading, because the teacher will read part of the story and the students will read the next part. This shows that students are trained to read diligently.

Based on the data findings and the analysis that has been done. From the data above, we can find nine moral values set by ministry of national education contained in a textbook “Work in Progress” published by Kemdikbud, namely joy of reading, friendly/communicative, creativeness, spirit of nationally, hardworking, discipline, curiosity, rewarding achievement, and religiosity. Nine moral values not found in textbooks, such as honesty, tolerance, independence, democratic, love homeland, love peace, environmental care, social care and responsibility.

Seeing several problems that arise related to moral values in Indonesia, especially teachers and students must be more concerned about the application of morals in everyday life. Teachers and students can learn the moral values contained in textbooks as the main material in the learning process. Inserting character values in learning material is one way of implementing character values. Therefore, when teachers teach material to students, the material should be balanced with moral values.³³ Moral values contained in texts such as pictures or practice question instructions can be used as a reference in applying moral values

³³ Putri Ayu Imayatul Utami, etc, *Character Values: What are They and How They are Integrated in English Textbook Texts?* (English Education: Jurnal Tadris Bahasa Inggris), 2021, Page 295

for students. Some parts of the book can be examples of moral values to be learned and applied to students. A small part of a book can have a big impact on the future for the nation's future generations. Based on the results of the exercise instruction analysis, the moral values contained are curiosity, friendly/communication, and joy of reading.

