

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains theoretical description and theoretical framework related to analyzing Islamic values from an English textbook for 7th-grade students. The researcher also identified and reviewed some previous research results.

A. Theoretical Description

1. Islamic Value

a. Definition of Islamic Value

Islamic values are values that are based on the provisions that produce the values of sharia. Aspects of Islamic values consist of three things: the value of *akidah*, the value of worship, the value of morals.¹

Islamic values are essentially a collection of life principles, and teachings about how humans should live their life in the world, in which one principle is interrelated with another to form a unified whole that cannot be separated. Value is also an idea or concept about what a person thinks and is considered important in his life. Values are also considered as guidelines and principles for weighing something good or bad. Value is inherent in a person that is expressed and used consistently and stably.²

From the explanation above, it can be concluded that Islamic values are values derived from Islamic provisions which contain guidelines for carrying out life in the world and are used to distinguish between good and bad. Therefore, the form of Islamic values must be applied in human life.

b. Classification of Islamic Value

Religion aims to form a capable person to live in society in the life of the world which is a bridge to the

¹ Fitria Nurul Azizah, “*Penanaman Nilai-nilai Islami di SDIT Al-Falaah Simo Melalui Optimalisasi Peran Guru*” (thesis, University of Muhammadiyah Surakarta, 2018), 1.

² Nurul Jempa, “*Nilai-nilai Agama Islam*” *Pedagogik: Jurnal Ilmiah Pendidikan dan Pembelajaran Fakultas Tarbiyah Universitas Muhammadiyah Aceh* 4, no. 2 (2017): 103.

hereafter. Religion contains spiritual values which are basic needs in human life, even human's natural life.

Because without a spiritual foundation in the form of religion, humans will not be able to achieve a balance between two opposing forces, namely goodness and evil. The values of the Islamic religion have a great influence on social life, even without these values humans will go down to the lowest level because religion contains curative elements for social ills.³

Sources of values that apply in the institutions of human life can be classified into two, namely:

1) Religious Value /*Ilahiyyah* Value

The value of religious is a value that comes from the revelation of Allah through His messengers. This value describes the relationship between humans and God (*hablumminallah*). This explanation includes faith in Allah and worship of Him.⁴ Therefore, this value is absolute and static.⁵

This value includes faith and worship of Allah, which includes:

- a) The value of faith and piety is described by being accustomed to reading prayers before and after doing something, usually reading holy books and practicing religious teachings.
- b) The value of gratitude, this value is described as expressing gratitude to God, expressing gratitude to others and avoiding arrogant attitudes.
- c) The value of servant, this value is described as always practicing religious teachings, helping others sincerely and avoiding arrogant attitudes.
- d) The value of sincerity, this value is described as sincerity when helping others and not feeling a loss when helping.

³ Nurul, *Nilai-nilai Agama Islam*, 107.

⁴ Mu'allimah Rodhiyana, "Strategi Internalisasi Nilai-Nilai Islami pada Peserta Didik", *Jurnal Pendidikan Islam Tahdzib Al-Akhlaq* 5, no. 1 (2022): 99. DOI: <https://doi.org/10.34005/tahdzib.v5i1.1964>.

⁵ Nurul, *Nilai-nilai Agama Islam*, 107.

- e) The value of obedience, this value is described as always obeying the teachings of religion, parents, teachers and applicable rules and regulations.
 - f) The value of *tawakal*, a value that is described by being accustomed to remembering God and being patient in doing something.⁶
- 2) Humanity Value /*Insaniyyah* Values

The value of humanity is a value that grows on human agreements and lives and develops from human civilization.⁷ This value explains between humans and each other (*hablmin al-nas*), which includes human relationships with oneself and other humans, and the relationship between humans and the nature.⁸

The values included in *Insaniyyah* values are as follows:

- a) The value of trust (*amanah*), described by always upholding and not neglecting the trust of others.
- b) The value of good deeds, described by often behaving in a way that shows obedience in carrying out religious teachings and showing good behavior in relationships.
- c) The value of responsible is described as being accustomed to completing tasks on time, avoiding breaking promises and usually doing the task properly until it is finished.
- d) The value of honesty is described as being accustomed to telling the truth about what one has and wants, never lying, giving opinion honestly, admitting mistakes and recognizing other people's strengths.
- e) The value of forgiveness is described as often showing attitudes and behaviors of forgiving other

⁶ Abdul Majid and Dian Andayani, “*Pendidikan Karakter Perspektif Islam*”, (Bandun: PT Remaja Rosda Karya, 2011), quoted in Mu'allimah Rodhiyana, “*Strategi Internalisasi Nilai-Nilai Islami pada Peserta Didik*”, *Jurnal Pendidikan Islam Tahdzib Al-Akhlak* 5, no. 1 (2022): 99. DOI: <https://doi.org/10.34005/tahdzib.v5i1.1964>.

⁷ Nurul, *Nilai-nilai Agama Islam*, 107.

⁸ Mu'allimah, *Strategi Internalisasi*, 100.

people's mistakes and avoiding vindictiveness and not being fond of blaming others.

- f) The value of fairness is described as often trying to do things to others proportionally, and trying not to be greedy and cheating.⁹

The values contained in the Islamic religion are very broad in scope because Islam is universal, involving all human life in various aspects, so that all activities and human life must comply with religious teachings so that humans can obtain safety and happiness in the afterlife.¹⁰

2. Textbook

a. Definition of Textbook

Textbook is a book used by teachers to deliver the materials to students in teaching-learning process.¹¹ The existence of textbook is an important factor in the classroom, as it is used as the main resource for learning materials. Textbooks are teaching materials that include standard content and subject matter in written form and make a major contribution to the learning process.¹² Textbooks and learning materials have the power to transmit knowledge, build skills, and create the way learners interact with the world. Textbook had fulfilled of knowledge, skills and activities.

Textbook is a published printed material most commonly used as teaching and learning media in schools and any educational institution. It is one of the

⁹ Abdul Majid and Dian Andayani, “*Pendidikan Karakter Perspektif Islam*”, (Bandung: PT Remaja Rosda Karya, 2011), quoted in Mu'allimah Rodhiyana, “*Strategi Internalisasi Nilai-Nilai Islami pada Peserta Didik*”, *Jurnal Pendidikan Islam Tahdzib Al-Akhlaq* 5, no. 1 (2022): 99. DOI: <https://doi.org/10.34005/tahdzib.v5i1.1964>.

¹⁰ Nurul, *Nilai-nilai Agama Islam*, 107.

¹¹ Lara Okfiani, “A Textbook Analysis “When English Rings a Bell” for Eight Grader Students of SMP N 30 Muaro Jambi” (thesis, University of Sulthan Thaha Saifuddin Muara Jambi 2020), 21.

¹² Yulianti, *Content Analysis on the English E-book “Developing English Competencies for Senior High School (SMA/MA) Grade X”* (unpublished thesis, University of Malang, 2011), quoted in Aprisa Marise Aminingsi, “*An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled “When English Rings a Bell (Revised 2016)” Used by Secondary Schools in Bengkulu*” (thesis, IAIN Bengkulu 2019), 27.

most important media in the teaching and learning process as it serves as a source and guideline to both students and teacher.¹³

Textbooks are key component in most language programs. In some cases, they served as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of the skill taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to fit the teacher's instruction. Learning how to use and adopt textbooks is hence an important part of a teacher's professional knowledge.¹⁴

From the explanation above, the researcher can conclude that textbook is printed and published media that contain learning material used by teachers in the teaching-learning process. Textbook also can be a guide because it can work as a supplement to teacher's instruction. Teachers need to learn how to use and adopt textbook, so they can deliver the material effectively and build student's abilities and characters.

b. Criteria of Good Textbook

Teacher must know not only how to use textbook, but also how useful it can be.¹⁵ When a textbook is introduced, it should be carefully evaluated to ensure that the materials are appropriate for the school setting.¹⁶ The evaluation of a primary textbook would emphasize technical criteria such as choice of typeface, colorful illustrations, and the use of aids like workbooks. In a context where English is a medium of instruction, and

¹³ Anisa Novita Sari, *An Analysis of Textbook*, 8.

¹⁴ Jack. C Richard, "The Role of Textbook in a Language Program":1.

¹⁵ David Williams, "Developing Criteria for Textbook Evaluation", *ELT Journal* 37, no. 3 (1983): 254.

¹⁶ Dr. Hamad Al-sowat, "An Evaluation of English Language Textbook "Say It in English" for First Year Intermediate Grade in Saudi Arabia", *Journal of Studies in Curriculum and Supervision* 3, no.2 (2012): 342.

important criterion would be that textbook should provide balanced and systematic training in all language skills.¹⁷

David Williams elucidates that the textbook should present appropriate guidance for English teacher who is not a native speaker of English.¹⁸ Here are textbook criteria according to Williams:

- 1) Give introductory guidance or overview of language items and skills (GENERAL)
- 2) Suggest aids for the teaching of pronunciation: e.g. phonetic system (SPEECH)
- 3) Offer meaningful situations and a variety of techniques for teaching structural units (GRAMMAR)
- 4) Distinguish the different purposes and skills involved in the teaching of vocabulary (VOCABULARY)
- 5) Provide guide on the initial presentation of passages for reading comprehension (READING)
- 6) Demonstrate the various devices for controlling and guiding content and expression in composition exercises (WRITING)
- 7) Contain appropriate pictures, diagrams, tables, etc. (TECHNICAL)¹⁹

B. Theoretical Framework

Islamic values contain several aspects that should be taught to students. The values can also be implied in the learning material in the textbook. Thus, the teacher needs to examine the content of these Islamic values to be conveyed to students.

The theoretical framework allows the researcher to identify entry points into the research. Based on the theories and some of the 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 Islamic values contained in the textbook, and analyze the Islamic values from the textbook.

¹⁷ David, *Developing Criteria*, 253.

¹⁸ David, *Developing Criteria*, 252.

¹⁹ David, *Developing Criteria*, 253.

C. Review of Previous Studies

There are several previous studies that similar and to this research.

Table 2.1 List of Similar Previous Studies

No	Name and Year	Title	Similarity	Differences
1.	Isnanur Utami (2018)	Content Analysis of Islamic Life Resource Pack Textbook for Junior High School Grade 7 Based on Scientific Approach of 2013 Curriculum	Both of the studies analyzed Islamic value content in textbook for Junior High School Students.	<p>a. Textbook analyzed in the research is for 7th grade students, entitled <i>Islamic Life Resource Pack</i></p> <p>b. This research aims to know whether the textbook <i>Islamic Life Resource Pack</i> has applied the scientific approach based on the 2013 curriculum</p> <p>c. This research aims to investigate to what extent the textbook of <i>Islamic Life</i></p>

				<i>Resource Pack</i> has applied the scientific approach based on 2013 curriculum
2.	Ashar Johnson Khokhar	Islamic Values in Language Textbooks Published by the State Textbook Authorities in Pakistan	Both of the studies analyzed Islamic value content in textbook	This article discusses about Islamic values from language textbook published in Pakistan
3.	Ahmad Nadhif	Representation of Religious and Moral Values in The English Textbook for Indonesian Junior High School: A CDA Investigation	Both of the studies analyzed Islamic value content in textbook for Junior High School Students.	Textbook analyzed in the research is for 7 th grade students, entitled <i>When English Rings a Bell</i>

The research entitled *Content Analysis of Islamic Life Resource Pack* Textbook for Junior High School Grade 7 Based on Scientific conducted by Isnanur Utami shows the application and implementation of the Scientific Approach in *Islamic Resource Pack* Textbook. The theory used in the study is the theory of the 2013 curriculum and scientific approach.

In contrast to Isnanur's research, this study explains the types and examples of Islamic Values contained in the English for Nusantara textbook and the form of delivery. The theory used is the theory of the definition of Islamic Values and its classifications.