

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section contains findings and research discussions relating to the availability of character education values, especially the value of integrity character in the Indonesian junior high school EFL textbook Curriculum 2013 published by the Ministry of Education and Culture. The analysis findings in these textbooks are presented in the form of text and images. In this analysis, the focus is on the value of integrity represented in the Indonesian junior high school EFL textbooks and how textbooks equip students with integrity values to enhance and strengthen their character and awareness of integrity. The disclosure of this value is important in realizing the values of integrity represented in EFL textbooks, because textbooks are a learning tool and resource for students in schools. In these Indonesian junior high school EFL textbooks, there are various kinds of reading texts and pictures that contain many values.

A. Research Object Description

This sub chapter describes the data and research results. The researcher presents the data of the Indonesian junior high school EFL textbooks as the object of this research. The data display are based on what has been written in the Indonesian junior high school EFL textbooks. This chapter also describes data related to research. The researcher presents the profile of the Indonesian junior high school EFL textbooks, the parts of the textbook and the description of the material from the textbook.

1. The Profile of the Indonesian Junior High School EFL Textbooks

In this research, the researcher referred to the Indonesian junior high school EFL textbooks. These textbooks are student English textbooks prepared by the Indonesian government for the implementation of the 2013 Curriculum. These student textbooks are compiled and reviewed by various parties under the coordination of the Ministry of Education and Culture. These textbooks are also used in state junior high school schools throughout Indonesia for the initial stage of implementing the 2013

Curriculum. These textbooks are specially designed so that the students can hone various competencies. These textbooks are also equipped with various exercises for evaluation purposes. These textbooks are a "living document" which is constantly being improved and updated in accordance with the dynamic needs and changing times. These textbooks were written by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah, and published by the Center for Curriculum and Books, research and development agency, Ministry of Education and Culture.

The reason why the researcher chose these Indonesian junior high school textbooks because it is specially designed by the Indonesian government and published by the ministry of education and culture. These textbooks must also be used as a medium of instruction in state schools in Indonesia, especially at the junior high school level. The researcher chose junior high school textbooks for this research because teaching character education, especially integrity character to students should start early. Since shaping character takes a very long time that is why the value of integrity really needs to be taught to students from an early age. In textbooks not only bring knowledge but also hidden character values. Therefore, the cultivation of character education in junior high school students is very suitable and needed, where students not only learn learning material but also can learn character education, especially character integrity which is portrayed in junior high school level textbooks.

The description of the textbooks can be seen in the following:

Table. 4. 1. The description of the textbooks

No	Items	7 th grade	8 th grade	9 th grade
1	Title	Bahasa Inggris “When English Rings a bell” (revised edition 2017)	Bahasa Inggris “When English Rings a bell” (revised edition 2017)	BAHASA INGGRIS “THINK GLOBALLY ACT LOCALLY”
2	Authors	Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.	Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.	Siti Wachidah, Asep Gunawan, Diyantari.
3	Publisher	Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud	Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud	Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud
4	Year of Publication	2017	2017	2018

5	Size and Type of letter	11 point, helvetica	11 point, Myriad Pro	11 point, Myriad Pro
6	Number of Page	2 cover + Vi + 194	2 cover + Vi + 234	1 cover +Vi + 218
7	ISBN Number	ISBN 978-602-282-976-8 (jilid lengkap) ISBN 978-602-282-977-5 (jilid 1)	ISBN 978-602-282-976-8 (jilid lengkap) ISBN 978-602-282-978-2 (jilid 2)	ISBN 978-602-282-976-8 (jilid lengkap) ISBN 978-602-282-979-9 (jilid 3)

2. The Parts of the Indonesian Junior High School EFL Textbooks

This Indonesian junior high school EFL textbook is arranged based on the outline division, including the front (introduction), the content, and the back (cover). The details are as follows:

a. The Front (introduction)

This section contains the title of the book (front cover), publication catalogue (consisting of copyright, disclaimer, author, reviewer, publishing supervisor, print number, type of print, and size), introduction, and table of contents.

b. The Contents

The contents of this EFL textbook contain learning materials for semester I and II which are made into one book. The teaching materials in the textbooks include grade VII consisting of 8 chapters, grade VIII consisting of 13 chapters, while grade IX consists of 11 chapters or discussion material.

c. The Back (Closing)

This section contains a bibliography, glossary, author biographies, reviewers biographies, editor

biographies, and back covers (containing book titles, ISBN numbers, selling prices, and book synopsis).

3. The Description of the Material from the Indonesian Junior High School EFL Textbooks
a. The description of the Material Indonesian junior high school EFL Textbook for grade VII

The Indonesian junior High school EFL textbook for grade VII consists of 8 chapters, which are as follows:

Table. 4. 2. The description of the material Indonesia junior high school EFL textbook for grade VII

No	Chapter and Theme	Page
1	Chapter I. Good morning. How are you?	1
2	Chapter II. It's Me!	21
3	Chapter III. What Time Is It?	37
4	Chapter IV. This is My World	59
5	Chapter V. It's a Beautiful Day!	99
6	Chapter VI. We Love What We Do	127
7	Chapter VII. I'm Proud of Indonesia!	149
8	Chapter VIII. That's what friends are supposed to do	177

b. The description of the Material Indonesian junior high school EFL Textbook for grade VIII

The Indonesian junior High school EFL textbook for grade VII consists of 13 chapters, which are as follows:

Table. 4. 3. The description of the material Indonesia junior high school EFL textbook for grade VIII

No	Chapter and Theme	Page
1	Chapter I. It's English time!	2
2	Chapter II. we can do it, and we will do it	19

3	Chapter III. we know what to do	33
4	Chapter IV. come to my birthday, please!	45
5	Chapter V. I'm so happy for you!	65
6	Chapter VI. our busy road	75
7	Chapter VII. my uncle is a zookeeper	85
8	Chapter VIII. what are you doing?	101
9	Chapter IX. bigger is not always better	119
10	Chapter X. when I was a child	141
11	Chapter XI. yes, we made it!	167
12	Chapter XII. don't forget it, please!	197
13	Chapter XIII. we got a lot of histories	217

c. The description of the Material Indonesian junior high school EFL Textbook for grade IX

The Indonesian junior High school EFL textbook for grade VII consists of 11 chapters, which are as follows:

Table. 4. 4. The description of the material Indonesia junior high school EFL textbook for grade IX

No	Chapter and Theme	Page
1	Chapter I. Congratulations!	1
2	Chapter II. Let's live a healthy life!	17
3	Chapter III. Be healthy, be happy	33
4	Chapter IV. This is how you do it!	53
5	Chapter V. Everybody is always in the middle of something	79
6	Chapter VI. We have been to an orphan home. We went there last Sunday	107
7	Chapter VII. Sangkuriang	131
8	Chapter VIII. They are made in Indonesia	145
9	Chapter IX. What is it?	165
10	Chapter X. Come and visit us!	191
11	Chapter XI. You can always come back home	203

B. Research Data Description and Analysis

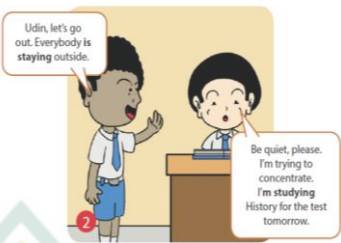
1. The finding data of integrity values in the Indonesian junior high school EFL textbooks and Its Analysis

The findings in this research are shown in the following table:

Table. 4. 5. The data of integrity values contained in textbooks

No	Grade	Chapter and Theme	Data	Page
1	VII	Chapter I Good morning . How are you?		15
2	VII	Chapter V It's a Beautiful Day!	<p>At school</p> <p>Edo : Siti, your house is far from your school, but you always come on time.</p> <p>Siti : I always go to school at 6 a.m. That's why I'm never late.</p>	10 6
3	VII	Chapter VI We love what we do		13 5

			<p>At Dayu's home</p> <p>Dayu : Let's study together again tomorrow. Udin : Do you study every day? Dayu : Yes, I do. I always study every day. Udin : That's why you always get good grades. You always study every day. Dayu : I do and I enjoy it.</p>	
4	VII	Chapter VII I'm proud of Indonesia!	<p>Do you see my notebook? I put it on my desk, but it is not there now.</p> <p>What does it look like?</p> <p>It's thick. It has a blue hard cover.</p> <p>Does it have a pink ribbon separator? This one?</p> <p>No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orange star.</p> <p>It must be the one over there, on the teacher's desk.</p> <p>Yes, you're right. Thank you.</p>	150
5	VIII	Chapter IV Come to my birthday, please!	<p>2. Udin : "Is this seat taken? Can I sit here?" Edo : "No. One leg is loose. Please take the one over there."</p>	61
6	IX	Chapter I Congratulations!	<p>Lina: Mom, I have cleaned up my room. Mum: Good girl! It looks tidy now, isn't it. I love it.</p>	12

7	IX	Chapter V Everybody is always in the middle of something		81
---	----	---	---	----

The visual and text representations depicted in the Indonesian Junior High School textbooks which match with the integrity value based on the KPK institution are listed in table 4.1 above. Only relevant text and visual presentations were selected for in-depth analysis.

From item no.1 depicts a student who is late coming to school, this student greets Mr. Gunawan as a teacher at school with the greeting good afternoon because he came late at school and apologized for coming late. As we know, the lateness in coming to school is one challenges faced by school administrators. Lateness is a condition in which a person arrives at a place later than the predetermined time.¹ Late coming to school is one of the major problems that have plagued many schools, there is hardly any school that is spared from this problem.² In item no.1, the character of integrity possessed by the student who is responsible is shown because she admits a mistake, the mistake was arriving late to school. As explained in the module on integrity for the public published by KPK, the courage to admit mistakes and accept the consequences is

¹ Kabir Adewale Adegunju, Eniola Keji Ola-Alani, and Lydia Akunna Agubosi, “Factors Responsible for Students’ Lateness to School as Expressed by Nigerian Teachers in Elementary Schools,” *Mimbar Sekolah Dasar* 6, no. 2 (2019): 185, <https://doi.org/10.17509/mimbar-sd.v6i2.17040>.

² Simeon Maile and Mary Motolani Olowoyo, “The Causes of Late Coming among High School Students in Soshanguve, Pretoria, South Africa,” *Pedagogical Research* 2, no. 2 (2017): 1–11, <https://doi.org/10.20897/pr/80951>.

the value of integrity of responsibility.³ In fact Mr. Gunawan could have punished the student for arriving late, but seeing the integrity character of the student, Mr. Gunawan as the teacher tolerated the student not to be late next time. With the integrity characteristics possessed by the student, student can hold their agreement with their teacher not to come to school late again at the next time.

In item number 2, it displays a visual image in the form of a conversation between 2 children named Edo and Siti, in the conversation Edo looks like feels amazed at Siti, who even though her house is far away but she is never late for school. It can be seen in the sentence that Edo said to Siti. Then Siti answered honestly to Edo's confusion by telling Edo the reason why she was never late for school was that she always went to school at 6 in the morning. Students young in school still have tender minds and cannot exactly identify what is right and wrong.⁴ But in the conversation, it shows that Siti already knows what is right by showing a disciplined attitude by not being late for school. Discipline is part of moral education which is important in the development on the child's character. Discipline is very important because it trains individuals to develop responsible behaviour leading to self-disciplined person.⁵ In The conversation showed that Siti has 2 core values of integrity, namely discipline and honesty. Siti shows the value of integrity in discipline through she is always going to school at 6 o'clock which causes her to

³ Anti - Corruption Learning Centre (ACLC) KPK, "Integritas Untuk Umum," *Modul Materi*, 2016, 11.

⁴ Maria Corazon A. Virtudazo, Dr. Eugenio S. Guhao, Student Discipline In The Classroom:Public School Teachers' Point Of View, *International journal of scientific & technology reseach*, volume 9, issue 01, January 2020, (ISSN 2277-8616), <http://www.ijstr.org/final-print/jan2020/Student-Discipline-In-The-Classroompublic-School-Teachers-Point-Of-View.pdf>

⁵ Henry L. N. Onderi and Florence Y. Odera, "Discipline as a tool for effective school management", *Educational Research* (ISSN: 2141-5161) Vol. 3(9), (September 2012), pp. 710-716, <https://www.interestjournals.org/articles/discipline-as-a-tool-for-effective-school-management.pdf>.

never be late for school. While the value of honesty integrity is shown by Siti through her honest answers, the reason makes Siti never late for school.

In item no. 3 shows the text of the dialogue between two students named Dayu and Udin, where Dayu is inviting Udin to study together again tomorrow, and Udin asks are you study every day to Udin?. Then Dayu replies Yes, I do, I always study every day. And then Udin finally realized and said that Dayu always gets good grades because Dayu always study every day, then Dayu said yes and he enjoyed it. From the dialogue text in item no.3 shows the integrity character of Dayu, in the dialog text reveals that Dayu as a student has 2 traits of character of integrity. Namely honesty when Dayu answer the question from Udin that makes udin realize that Dayu full of responsibility for its grades. To fulfill this responsibility, Dayu must study every day in order to get good grades. A student must bear greater responsibility for their learning in order to attain deep understanding and transferable skills that benefit him throughout his lives.⁶ By taking over self-responsibility in learning, students could develop the ability to reflect on their current position in the learning process.⁷ This reflection allows students to overcome their learning, develop their own approaches to improve their weaknesses in particular areas. As explained earlier the character of integrity Responsibility is not only admitting mistakes was made but also maintaining the

⁶ Jeffrey Paul Carpenter and Jennifer Steinberger Pease, "Preparing Students to Take Responsibility for Learning: The Role of Non-Curricular Learning Strategies," *Journal of Curriculum and Instruction* 7, no. 2 (2013), p38-55, <https://doi.org/10.3776/joci.2013.v7n2>.

⁷ Daudi Lazarus and Timothy L.J. Ferris, "Assessing Self-Responsibility in Employability Competencies Development among Australian Engineering Students: Introductory Report," *Proceedings of the International Conference on Industrial Engineering and Operations Management* 8-10 March 2016 (2016): 1729–1734, http://ieomsociety.org/ieom_2016/pdfs/494.

mandate that is given to him and can be relied on.⁸ With the integrity responsibility value to learn every day a student will be able to understand and deepen their abilities. So that in real life they can practice the results of their learning in everyday life and benefit many people.

In the item no. 4 depicts a picture of student and his friend having a conversation. In item no. 3 is an example of the character of integrity, where there is a student who asks his friend if he saw the notebook that was originally placed on his desk. Then the friend asked again what the notebook was looked like, and made sure it had pink ribbon separator. Then the student said the truth and said no because the ribbon from the missing notebook was not pink. This followed by explaining what the missing notebook looked like. Then his friend also showed his integrity character because he told the truth. The friend saw the book and said that the notebook was on the teacher's desk. After checking by the student and the notebook indeed was there, then the student thanked his friend for helping him find his the notebook. In the picture no.4 is portrait of the integrity character value contained in the textbook where when someone asks you about something and you tell the truth is the values of integrity honesty. Telling the truth is a requirement on which to build ethical behavior.⁹ Nowadays, Honesty is an unusual thing, observing the field phenomenon shows dishonesty that occurs in various parts of the world. Even in Indonesia itself, there are many problems faced such as cases of financial lies, education fraud, judicial and political fraud.¹⁰ Integrity is one of the basic personal values that

⁸ Anti - Corruption Learning Centre (ACLC) KPK, "Integritas Untuk Umum," *Modul Materi*, 2016, 14.

⁹ Angelica Larios, "Honesty as the Basis of Ethics in an Organization : Why Ethics Are That Important", *PM World Journal*, Vol. IX, no. Vi (2020): 1-7, <https://pmworldlibrary.net/wp-content/uploads/2020/05/pmwj94-Jun2020-Larios-honesty-as-basis-for-ethics-in-organizations>.

¹⁰ Fitriah M.Suud, Sutrisno Sutrisno, and Abd. Madjid, "Educational Honesty: The Main Philosophical Value in School,"

society must possess, namely by acting honestly with oneself and the environment, being consistent and having commitment.¹¹ By implementing the value of integrity to students from an early age, it will make children have better morals for their lives and make them respectable and trustworthy in everyday life.

Furthermore, in Item no. 5 shows the text conversation between two boys, named Udin and Edo. In this conversation, Udin is asking Edo whether or not he can sit on a certain seat. But because one of the chair's legs is loose, Edo tells him to sit somewhere else. Edo could have told Udin it is fine to sit there and make fun of him when for instance he falls. However, Edo tells him the truth. In the conversation at item no.5 shows that Edo has two traits of Integrity, namely honesty and responsibility. Edo is honest because he chooses to tell Udin the truth about the chair. He also has a sense of responsibility to save Udin from being uncomfortable or embarrassed from sitting on the loose legged chair. In the conversation also showed that Edo was a good friend, because Edo was honest with Udin and told the truth about the chair. Honesty is used in the relationship between the individual and other people.¹² In the conversation also showed that Edo was a good friend, because Edo was honest with Udin and told the truth about the chair. There are many factors that influence a person's qualification in choosing friendship, for example the quality of trust, honesty and support for friends.¹³ With honesty, trust and support from

TARBIYA: Journal of Education in Muslim Society 6, no. 2 (2019): 141–54, <https://doi.org/10.15408/tjems.v6i2.11769>.

¹¹ Anti - Corruption Learning Centre (ACLC) KPK, “Integritas Untuk Umum,” *Modul Materi*, 2016, 1.

¹² Endah Hendarwati, Wahono, and Aris Setiawan, “The Implementation of Honesty Value in Early Years Children through Snake and Ladder Media,” *Humanities and Social Sciences Reviews* 7, no. 3 (2019): 491–96, <https://doi.org/10.18510/hssr.2019.7372>.

¹³ Christopher P Roberts-Griffin, “What Is a Good Friend: A Qualitative Analysis of Desired Friendship Qualities,” *Penn McNair*

friends, it can make us more comfortable in having a friendship, we can share and be more open to friends or maybe we can even help each other in doing good. And it will obviously make our lives better if we make friends with people who have good quality of honesty.

In Item no. 6 shows an image and a text dialog from the image above. In the picture, it shows a conversation between a mother and her daughter named Lina in Lina's room. In item no.6 shows a daughter named Lina telling her mother that she has cleaned up her room. The mother then praises her daughter for that. The fact that Lina tells her mother for cleaning the room implies that she did that without being told. It reveals that Lina has a sense of integrity responsibility towards her own room and to keep it clean and tidy. As has been explained in item no. 3 that integrity of responsibility is not only about admitting the mistakes we make but also being able to maintain the mandate given. In item no. 6 reveals how important it is to teach children about cleanliness. Keeping the room clean is important for the health and development of children. Children who are used to living clean can develop healthy behavior in their life.¹⁴ When children are able to clean and organize their rooms, they refine the skills necessary to live full of integrity with the independently and responsibly when they grow up. As we all know academic performance of a student is always associated with many components of learning environment. The environment no doubt has great effect on the cognitive development of an individual.¹⁵ If we regularly clean and tidy up the

Research Journal 3, no. 1 (2011): 1–14,
http://repository.upenn.edu/mcnair_scholars/vol3/iss1/5.

¹⁴ Nur Azizah and Yuli Kurniawati, Personal Hygiene Learning in Preschool Classroom, *Indonesian Journal of Early Childhood* 2, no. 2 (2013): 118–124, <http://docplayer.info/57032011-Indonesian-journal-of-early-childhood-education-studies.html>.

¹⁵ Josiah A Ogbeba Phd-, “Influence Of Clean School Environment and Standard Class Room Size and Facilities on Students’ Achievement in Biology in Gwagwalada Area Council of Fct-Abuja,” *Case Studies Journal-Issue* 2, no. 2013–08 (2013): 21–26, <http://www.casestudiesjournal.com>.

environment we live in, it will make us comfortable in studying so that it can improve the quality of our learning.

In Item no. 7 same as the previous picture showing a picture and a conversation from the picture above. In the picture, it shows two students having a conversation, the students are Edo and Udin. In the picture it is clear that Edo is persuading Udin to play outside the room, but Udin refuses because he has to focus and concentrate on studying for tomorrow's historical subject preparation test. In item no. 7 reveals the character of integrity that is possessed by Udin. Udin has the character of integrity responsibility, Udin is more concerned with studying to prepare for his historical test tomorrow than playing with his friends. As a student, it is Udin's responsibility to learn to prepare for the test. Test preparation has been shown to affect educational test scores to varying degrees.¹⁶ The effectiveness of test preparation in increasing test scores is very attractive to both educators and test takers. Exam preparation does increase test scores.¹⁷ So preparing it by studying before the test is the best strategy for getting good grades. Studying to prepare for a test is a manifestation of the integrity value that students have.

Looking at the educational problems that Indonesia has experienced recently, both teachers and students in Indonesia must be aware of the hidden value of the images and text contained in textbooks. The value of integrity character that is entered into textbooks will certainly strengthen the character of textbooks in Indonesia, especially in junior high school EFL textbooks. Thus, in schools when teachers use textbooks as a source of learning material, teachers do not only convey material but also have to reveal hidden values in textbooks to help

¹⁶ Barry O Sullivan et al., "Test Preparation : An International Comparison of Test Takers ' Preferences Preferences," *Assessment in Education: Principles, Policy & Practice* 28, no. 1 (2021): 13–36, <https://doi.org/10.1080/0969594X.2019.1637820>.

¹⁷ Qin Xie, "Does Test Preparation Work? Implications for Score Validity," *Language Assessment Quarterly* 10, no. 2 (2013): 196–218, <https://doi.org/10.1080/15434303.2012.721423>.

students understand the importance of having integrity character values in life.

2. The Comparison of integrity values in the Indonesian junior high school EFL textbooks

a. The values of integrity contained in the textbook for grade VII

The portrait the values of integrity in the Indonesian Junior High School EFL textbook for grade VII generally offers various themes of integrity in the form of visual images that show the value of integrity in certain chapters, for example, there is a student who admits his mistake for being late for school in the first chapter, a child who never late for school even though her house is far from the school, and so forth. The portrait of the integrity values contained in the Indonesian Junior High School EFL textbook for grade VII shows 6 points of integrity value. They are 2 points of responsibility, 1 point of discipline theme, and there is 2 item visual image that shows 2 points of integrity value, namely integrity of discipline and honesty, and integrity honesty and responsibility. So there are 3 points of integrity honesty shown in this textbook.

b. The values of integrity contained in the textbook for grade VIII

The portrait of Integrity values in the Indonesian Junior High School EFL textbook for grade VIII only show 1 item of visual image of integrity value in the form of a conversation between two students, but that 1 item of visual image can already represent 2 themes of integrity value, namely integrity honesty and responsibility. So the portrait of the value of integrity in the Indonesian Junior High School EFL textbook for grade VIII, even though it only shows 1 item of visual images, It can already represent 1 value of integrity with the theme of honesty and 1 value of integrity with the theme of responsibility, even so the value of integrity with the theme discipline is not displayed in this textbook.

c. The values of integrity contained in the textbook for grade IX

The portrait of the value of Integrity in the Indonesian Junior High School EFL Textbook for grade IX shows 2 visual images. All the value of integrity in this textbook is the integrity of responsibility. It shows in the form of an image of a child tidying up her room as a form of her responsibility and students who has the responsibility to study before the examination. Meanwhile, the theme of honesty and discipline does not appear in this Indonesian Junior High School EFL textbook for grade IX. This textbook only contains 2 items and all of them are the value of responsibility.

In general, Indonesian Junior High School EFL textbooks have raised some integrity values, but not evenly distributed. It is proven that 6 points were found in EFL textbooks for grade VII, while in EFL textbooks for grade VIII and IX, each only showed 2 integrity values. However, from the three textbooks, it is enough to provide or display understanding or visual images that show the values of integrity even though the explanations in the problem are not enough to make students understand these integrity values. Therefore, further direction and explanation from the teachers is very much needed.

3. The values of integrity that often appears in the Indonesian junior high school EFL textbooks

Based on the data findings and the analysis that has been done, it shows that the value of integrity that often appears in the Indonesian junior high school EFL textbooks is the value of responsibility integrity. The findings are a combination of integrity values found in grades VII, VIII and IX textbooks. After combining all the data from the Indonesian junior high school EFL textbooks, there are 5 points of responsibility integrity value, 4 points of honesty integrity value and 1 points of discipline integrity value. It can be seen from the seventh grade junior high school textbook that there are 2 values of responsibility, 3 integrity of honesty and 1 integrity of discipline. And from the 8th grade textbook, although there

is only 1 visual image item, it has shown 2 traits of integrity values, namely 1 integrity of responsibility and 1 integrity of honesty. While in the 9th grade textbook there are 2 only the value of integrity responsibility.

