

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

The literature in this chapter gives explanation about a few theories that support this research. The theories are related to feasibility of content based on concepts of moral values, the first explanations described such as: understanding meaning of moral values, the importances of moral values, the classifications of moral values, the support material and also some previous studies related to this research.

1. Moral Values

Moral values derived from two words, “moral” and “values”. The term moral comes from Latin; the singular form is "mos", while the plural form is "mores", each of which has the same meaning, namely procedures in life or habits, customs. The word "moral" is the same as the word "ethics" because both have the meaning of habit, custom.¹

According to Lorens Bagus, morality is a human activity that is judged to be good/bad, right/wrong behavior in dealing with other people. From this definition, the word "moral" contains 2 main things, namely:

1. As the way individuals behave with other individuals or other groups.
2. There are values that become a guide in behaving.²

Mr. Muhidin said there are many terms that are often used for value education such as character schooling, ethical education, moral schooling, and personal education. Muhidin suppose that the time period that the time period that might be extra suitable used is “man or woman schooling”, due to the fact being the target of instructional activities is “mind” (focus) and “individual” (conduct or deed) college students, so they are directed to noble values.³

¹ K. Bertens, *etika*, (Jakarta: gramedia pustaka utama 2005), p. 4.

² M. Amril, *etika islam telaah pemikiran filsafat moral raghib alisfahani* (Yogyakarta: pustaka pelajar, 2002) p.15.

³ Ilyas, R. Marpu Muhidin. Pendidikan Karakter: Isu dan Prioritas yang Terabaikan. Tugas Akhir Mata Kuliah Isu-Isu Kontemporer Pendidikan Islam. (Jakarta; Pascasarjana UIN Syarif Hidayatullah. 2007), hlm. 5

2. Definition of Values

Based on “Oxford Advanced Learner’s Dictionary of Current English” stated value is quality of being useful and desirable.⁴ Based on the aspect of assessment in 2013 curriculum, values are the main assessment attitude or moral. Merriam Webster stated that moral is expressing or teaching a conception of right behavior.⁵

"Value" is an idea -a concept- about something that is considered important in life. When someone evaluates something, considers it worth having, worth doing, or worth trying or getting.⁶ Values are basic principles that influence human behavior. If a person has basic living principles, they will not be easily influenced by their environment. This principle will guide a person to behave.⁷ Values has several meanings, such as having a meaning containing value (usability), being a value (good, beautiful and true), having value (having qualities that can make people take an agreeable attitude), and giving value (responding to something as desired).⁸

Values are the result of an experience process that is integrated in the way of life. So that it can grow and develop spontaneously to encourage behavior that brings good for our self and for others. Values have a significant influence on changes in a person’s attitude and behavior. In the world of education, values are human behavior that has an influence on character formation that can change the mindset of humans in their life.⁹

⁴ A.S.Hornby, *oxford advanced learner’s dictionary of current english* (New York: oxford university press),p. 950.

⁵ Merriam Webster, accessed 3 september 2021. <https://www.merriam-webster.com/dictionary/moral>.

⁶ Ahmad Nawawi, *pentingnya pendidikan nilai moral bagi generasi penerus*, (insania:Bandung,2011) vol.16 p. 2.

⁷ Nurlaela Sari, *the importance of teaching moral values to the students*, (Indonesia university journal of English and education,2013), p. 154-162.

⁸ Hardley cantril, *the why of man’s experience* (New York: The Macmillian, 1950), p.101.

⁹ E Louis Rath,Merril Harmin, and Sidney Simon, *values and teaching* (London: Charles E. Merril Company,1978), p.29-34.

3. The importance of moral values in education

The function and purpose of national education according UUSPN Number 20 of 2003-chapter 2 article 3:

*“National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen”.*¹⁰

4. The classification of moral values

Here is a brief of explanation of 18 values in character education by the Ministry of Education are:¹¹

1. Religious: An attitude and behaviour that faithfully practices the teachings of their religion, is tolerant of the practice of other practice of other religions, and lives in harmony with other faiths.
2. Honest: Behaviour based on an attempt to make himself as a person who constantly trustworthy in word, action, and jobs.
3. Tolerance: Attitudes and action that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4. Discipline: Actions showed orderly behaviour and observe diverse policies and regulations.
5. Work Hard: Actions showed orderly behaviour and follow various regulations and policies.
6. Creative: Think and do something to generate new methods or the result of something that has been owned.
7. Independent: Attitudes and behaviours that is not easy to depend on others to complete tasks.
8. Democratic: approaches of thinking, being, and acting with same rights and obligations to decide for himself and others.

¹⁰ Tajuddin Noor, “*rumusan tujuan pendidikan nasional pasal 3 undang-undang sistem pendidikan nasional no 20 tahun 2003 (tinjauan melalui pendekatan nilai-nilai yang terkandung dalam semangat ayat 30 surah ar Ruum dan ayat 172 surah al ‘Araaf)*,” universitas singaperbangsa karawang, 2018, p.19.

¹¹ Agus Wibowo. *Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban*. (Yogyakarta: Pustaka Pelajar. 2012), p. 43-44

9. Curiosity: Attitudes and moves which are seeking to determine the intensity and unfold of something learned, seen, and heard.
10. Spirit of Nationality: The way to assume, think, act, and sound that puts the interests of the nation above self-interest and organization.
11. Love Homeland: How to think, act, and sound that puts the interests and hobbies of the nation above self-interest and group.
12. Rewarding Achievement: Attitudes and actions that encourage him to produce something beneficial for society, and recognize and respect other people's success.
13. Friendly/Communicative: Attitudes and actions that encourage him to produce something beneficial for society, and apprehend and recognize and respect other people's success.
14. Love Peace: Attitudes and actions that inspire him to produce something useful for society, and understand and appreciate other human beings achievement.
15. Joy of Reading: Habits take time to study or read a variety of literature that gives virtue for him.
16. Environmental Care: Attitudes and actions which seek to prevent damage to the surrounding natural environment, and broaden efforts to repair the environmental damage that has occurred.
17. Social Care: Attitudes and movements have continually desired to help other people and communities in need.
18. Responsibility: Attitudes and behavior of humans to carry out his responsibilities, he need to do, to ourselves, community, environment (natural, social and cultural), country and God Almighty.

Meanwhile, Borba stated that moral intelligence consists of the seven great virtues. Moral intelligence is the ability to understand things that are true and based on beliefs. So that people behave properly and respectfully. Here are the seven main virtues that build moral intelligence:¹²

¹² Borba, Michele. Membangun Kecerdasan Moral: Tujuh Kebajikan Utama untuk Membentuk Anak Bermoral Tinggi. (Alih bahasa: Lina Jusuf). (Jakarta: Gramedia Pustaka Utama. 2008), p. 4

a. Emphaty

Emphaty is the core of moral emotion that helps children understans the others feeling, encourage them to help people who are in problem or pain and treat people with compassion.

b. Conscience

Concience is the inner voice that helps children to choose the right route in preference to the incorrect route and stay at the path immoral, maker himself feel responsible while he deviates from the right course. This virtue is the foundation for the development of honesty, responsibility, and excessive self-integrity.

c. Self-control

Self-control helps children resist impulses from inside himself and think before do something, so children does things right and much less to take action that will have bad consequences. This trait inspires an attitude of generosity and kindness.

d. Respect

Respect inspire children to be kind and respectfull to others. Shild will treat people as he wants other to treat him, so prevent children from appearing rudely, unfairly and hostilely.

e. Kindness

Kindness allows children to be able to reveal care to the nicely-being and feelings of others. Kindness makes more children consider the needs of other, show situation, provide help, in addition to defensive who difficulty or pain.

f. Tolerance

Tolerance permits children to realize differences in quality in others, recognize others no matter of ethnicity, gender, appearance, tradition, beliefs, abilities, or orientation sexual.

g. Justice

Juctice leads children to treat others well, impartially, and fairly, in order that he obeys the rules, take turns and share to all events at once open before giving any judgment.

5. Definition of textbook

Textbook or often called books print, material books, study guide book is one source learning that can be used by

teachers as well as students. Textbook are a book used as a basis or part from a learning focus, written specifically and contains selected knowledge and systematic. Each topic is chosen with a purpose wholeness and interest in one topic with other topics. This book is made simple according to the level of learners and full of various kinds of learning equipment-teaching to fulfill the desired learning function. The topic contains elements of pedagogy along with all of its implications in large numbers, such as equipment for practice, its application, and also motivation, so that Textbooks are often called “Teachers in book form”.¹³

Textbooks based on Permendiknas Number 11 of 2005 is a mandatory reference book for use in primary and secondary education devices which contains learning materials in the context of growing faith, piety, noble individual character, and personality, mastering technology and generation, increasing sensitivity and aesthetic skills, growing kinesthetic abilities and health according to national education standards.¹⁴

6. The function of Textbook

A good textbook is very essential for teachers also students. For the teacher, it serve as a guide for every lesson. Textbook includes of several chapter. Each chapter was discussed different types and stage of language ability. It turned into helped each teachers and students to focus on concern or materials they were learned. Textbook not only provide general ideas that teachers can expand activities which can be applicable to each topic but also give students a brief evaluation of what they should look forward to the next session and at the same time serve as reference for practice.¹⁵

7. Textbook Analysis

Textbook analysis can be defined as in-depth investigation of textbooks using some kind of consistent evaluation process of identifying textbook strengths and weakness was used. In addition, information obtained from the analysis of textbook is most important not only for

¹³ Kochhar S. K. (2008). Teaching of History, Pembelajaran Sejarah. Bandung: Grasindo.

¹⁴ Accessed from website pemdiknas no.11 tahun 2005

¹⁵ Masnur Muslich, *TEXTBOOK WRITING (Dasar-dasar pemahaman, Penulisan, dan pemakaian buku teks)* (Jogjakarta: AR-RUZZ MEDIA, 2010).p.305.

understanding the value and conformity of the current material, but also because of the effect of language and teaching.¹⁶

B. Theoretical Framework

Theoretical framework allows the researcher to clearly identify entry points into the research. Based on the theories and some of related researches above, the researcher can arrange a framework for thinking in this research as follows: read the entire contents of the textbooks, explaining the moral values contained in the textbooks explicitly, then understanding and analyzing the moral values contained in the textbook.

C. Review of previous study

The researcher finds that there are a lot of researchers about moral. One of them, Helendra researched under title “*the moral values on English textbook (a content analysis of English textbook for junior high school students published by ministry of education and culture)*”. The purpose of this studies is to exploring the ethical values on English textbooks for seventh, eighth, and ninth grade published by National Ministry of Education and Culture. The study was focused on revealing the moral values based on Borba’s model inside the textbooks, displaying the manner how the moral values on the textbooks have been provided, and shooting the teachers and students responses on the integration of moral values on the textbooks and their implementations in learning method. The study concluded that the English textbooks already contained all Borba’s model of moral values and teachers and students positively perceived the integrations of moral values with the teaching process. However, due to the unbalance presentation of moral values in the textbooks, there need to be several revisions in order that the moral values are presented more equally.¹⁷

Second, according to Hayati Wasistyo Adi, Puji Astuti researcher in 2019 “*Content Analysis of Student Book When*

¹⁶ Lawrence, W P. W, *Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum*. (City University of Hong Kong, Hong Kong.2011)

¹⁷ Helendra, ” *the moral values on english textbook (a content analysis of english textbook for junior high school students published by the ministry of education and culture)*”, (uin syarif hidayatullah: jakarta,2017)

English Rings A Bell (Revised Edition) for Grade VIII of Junior High School". The researcher analyzes the relevance of the materials with the cognitive and psychomotor domains in the 2013 English curriculum competence in English Rings a Bell textbook for grade eight of junior high school. The researcher used qualitative method. The final result confirmed that during term of cognitive domain, there were 23 materials in the book which were relevant or 74.19%, 7 materials which were partially relevant or 22.58%, and only 1 material which irrelevant or 3.2%. Meanwhile, in term of psychomotor domain, there were 10 materials inside the book which have been relevant or 32.25%, 10 materials also which were partly relevant and 11 materials which were inappropriate or 35.48 %. Thus, it can be concluded that the materials in these textbook materials are relevant with 2013 curriculum, in term of cognitive area. Despite the fact that, it lacks applicable materials of psychomotor domain.¹⁸

Third, from the Journal research of Nurlaela sari, "*importance of teaching moral values to the students*" a paper offered at 2013. The Journal research awareness on how critical teaching moral values to the students is, how the way to educate moral values at the school and whether the moral values have an impact on the students' achievement and also their behavior. In this study the researcher used an interview to gain the facts. The researcher interviewed the teachers from private and public vocational schools in Bandung. Based on the data, The researcher can conclude that students' moral development influences the students' achievement and behavior. Moral values have to be taught to the students by an education at school and also at their house. Teachers, parents and also the students have to work together to create a caring relationship between them.¹⁹

Although there have been several studies related to moral values in education, there are some things that have not been studied before, such as researching textbooks published by a printed book industry that is not managed by the national ministry of education, but these books are used in teaching and learning activities in

¹⁸ Hayati Wasisto Adi and Puji Astuti, *Content Analysis of Student book when English Rings A Bell (Revised Edition) for Grade VIII of Junior High School* (Journal of English Language Teaching: Semarang,2019)

¹⁹ Nurlaela Sari, *the importance of teaching moral values to the students* (Journal Indonesia university: Jakarta,2013)

several schools in Indonesia. This research is expected to provide a clearer explanation of how moral values are presented in English commercial textbooks and not books from the Ministry of National Education. So, at the same time different researchers put forward some reviews on how values are included, the researcher also wants to show whether the English commercial textbooks have been equipped with some moral values or not and more importantly the writer suggest how moral values are. provided using the textbook writers.

