



A Content Analysis of Moral Principles in "English for Nusantara" Textbook

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Abstract

Quality education can improve the quality of human resources. Moral education for students is essential to improve their quality of life. Moral learning in the ELT context can help students to develop their personality and positive relationships with others. Consequently, the researcher aims to examine the moral values in the English learning textbook "English for Nusantara," designed for 7th-grade students. This study employs a qualitative approach, employing a content analysis design for its methodology. This research was conducted using the moral criteria proposed by Michele Borba. The results showed that all components of moral values appeared in the students' textbooks. The most dominant moral learning is about self-control representing 28.36%, while the lowest moral value is Conscience representing 4.48%. Each of these moral values is related to one another because if one of them arises, the affective of other students will emerge from the components of the moral values of other students. The findings of this study support students to become individuals with integrity.

Keywords: Content Analysis, Moral Value, English Textbook

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INTRODUCTION

Textbooks are pivotal in classroom learning and essential resources for comprehensive educational content. Teachers utilize books to facilitate and enhance teaching and learning endeavors. Furthermore, texts can serve as a conduit for communication between students and teachers, fostering effective exchange of information and knowledge. Learning textbooks can be the dominant belief of society. In addition, in foreign language classes, learning English is also related to the dynamics of students' moral values (Sukma et al., 2021). In this context, textbooks can also function as influential agents that transmit and shape particular values and attitudes, encompassing moral values, within students (Setyono & Widodo, 2019). Since the 1990s, learning English for second or foreign language students has been a moral agent in developing students' communicative communication skills. This moral value can be included in English students' teaching materials for example, moral values in textbooks (Canh, 2018).

The research conducted by Safitri et al. (2022) asserts that education is one of the government's strategies to enhance the caliber of human resources in Indonesia. Improving the quality of human resources can be done through quality education that develops moral values in learning. Correspondingly, Tan et al.'s (2018) study delved into the analysis of moral values within English textbooks in Malaysia. They found that the moral values in school books can encourage students to become good citizens. The moral values in the textbook are appropriately implemented and can be directly practiced in everyday life as a citizen. In this

research, the Malaysian government also focuses on developing student character building and positive relationships between individuals in daily life at school and in society, both in local and global communities.

In this study, moral values are characterized as collectively embraced standards that shape individual conduct concerning interpersonal interactions, materialism, the environment, and communal identification. These values exhibit diversity across different societies. The moral education approach, called character or values education, involves a deliberate instructional strategy centered on fundamental values and principles like equity, integrity, and consideration for others. The intention is to foster students' social and personal responsibility (Canh, 2018).

Shaaban (2005) argued that English as a second language (ESL) classrooms offer a reasonable setting for moral education. Language acquisition contributes to developing students' comprehension of their socio-historical context and aspirations for the future. Thus, language instruction surpasses the mere conveyance of factual knowledge and encompasses interactive dialogues and engagements that stimulate a perceptive recognition of moral concerns (Pessoa & Freitas, 2012). The language classroom should be where students can interact authentically and build critical awareness of moral issues to reconstruct their moral identity (Canh, 2018).

Learning moral values in children is very important, especially at the growth and development age of active junior high school students. Nonetheless, the research conducted by Tse & Zhang (2017) uncovered that instructing moral values to students presents a formidable and intricate challenge. However, students still have to be taught about learning moral values to be able to make students good citizens and have good relationships among individuals. At the age of student growth and development, learning moral values aims to develop students' abilities to adapt and relate to society locally and globally. In addition, they can also develop their personality to be better when dealing with other people (Engelen et al., 2018).

Based on these problems, the researcher found that the importance of this research is so that students can develop their personality in the future to relate to other people. In addition, in the student development stage, it is crucial to instill moral values in students so that they can interact and relate to people well and become good citizens. Therefore, the researcher aims to analyze the moral values in grade 7 English textbook using Borba's moral concept, which consists of empathy, conscience, self-control, respect, kindness, tolerance, and fairness.

METHODS

This study uses a qualitative approach based on the topic raised. The research aims to understand better the context, meaning, novelty, dynamics, and perspective of the subjects studied (Ridwan et al., 2021). The selection of a research design holds significant importance in addressing research inquiries. In this instance, the researcher opted for a content analysis design. According to Anderson (2007), content analysis encompasses diverse studies, including language analyses, wherein the content of specific materials is examined through categorization, tabulation, and assessment. Within the domain of textbook analysis, this study aligns with the classification of descriptive qualitative research. As per Bogdan and Biklen (2003), a descriptive approach in qualitative research depicts data from

diverse channels, including documents, audio-video recordings, transcripts, textual material, images, and more.

In line with this perspective, the current study adopts a qualitative research design approach to scrutinize English textbooks designed for 7th-grade students. This book is published under the Ministry of National Education and Culture, tailored for junior high school students in Indonesia. The research is centered on texts harboring moral lessons within this instructional material. Researchers use Borba's theory to analyze moral values in textbooks. The analysis indicators include empathy, conscience, self-control, respect, kindness, tolerance, and fairness. Data computation employs a straightforward percentage (%) formula in this research endeavor. It involves dividing the tally of specific components by the overall count and multiplying the outcome by 100% to ascertain the precise ratio of moral value attributes.

RESULTS & DISCUSSION

Result

From the examination conducted, the outcomes indicated the presence of all seven dimensions of Borba's moral framework. These encompass empathy, conscience, self-control, kindness, respect, fairness, and tolerance. The analysis breakdown is presented in a tabular format, elucidating the proportion of moral values in the "English for Nusantara" seventh-grade textbook across its five chapters. Shown below is the tabulated summary depicting the analysis outcomes of moral values within the book:

No	Borba's Moral Values	Chapter					Total	Percentage
		I	II	III	IV	V		
1	Empathy	3	1	1		2	7	10,45%
2	Conscience		1	2			3	4,48%
3	Self-control	5		5	6	3	19	28,36%
4	Respect	5	3		1		9	13,43%
5	Kindness		5	2	2	4	13	19,40%
6	Tolerance	2	5	1	2	2	12	17,91%
7	Fairness			1		3	4	5,97%
							67	100%

Within the seventh-grade textbook titled "English for Nusantara," comprising five chapters, a total of 67 instances of moral values have been identified. The preeminent and prevailing moral facet is self-control, accounting for a significant 28.36%. Conversely, the moral value of conscience demonstrates the lowest prevalence at 4.48%. Following this, kindness is manifested thirteen times, constituting 19.40% of the occurrences. Subsequently, tolerance emerges as the fourth frequently encountered moral value, presenting twelve occurrences and representing 17.91%. Respect, the fifth ethical principle, appears nine times, comprising 13.43% of the total. Empathy, the sixth moral value, surfaces seven times, signifying 10.45% of the occurrences. Lastly, the moral value of fairness

emerges four times, equivalent to 5.97%. Presented below are the comprehensive findings corresponding to each individual moral value:

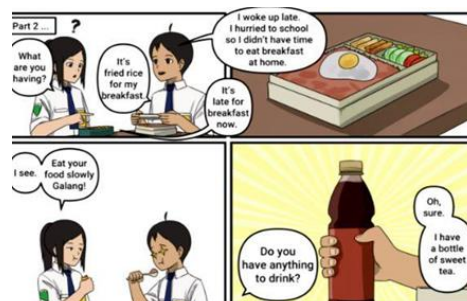
Empathy Value



Picture 1.4 Made
Made the Basketball Player

In this study, an analysis was carried out on the representation of student “Empathy” in textbooks in Chapter 1 Page 45. The study's findings indicated a positive depiction of empathy for students with special needs in the form of pictures and reading texts. A concrete example raised is the story of Made, a boy who uses a wheelchair but has a strong passion and desire to become a member of the basketball team at school. Analysis of these representations shows that the students involved in the research understand the importance of empathy for individuals with special needs. Images and reading text depicting Made as a proud basketball team member and fully supported by his teammates provide concrete examples of the importance of inclusion and respect for differences. Through this representation, textbooks can shape students' understanding and empathetic attitudes toward individuals with special needs. A positive portrayal of Made as a dedicated and formidable basketball team member, even though he uses a wheelchair, can help students understand that a person's ability is not only determined by his physical condition but also by the passion, determination, and support from his surroundings.

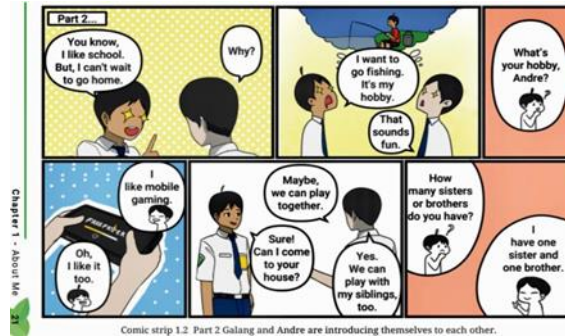
Conscience Value



In this research, an examination was conducted on how the concept of "conscience" is portrayed in the second chapter of textbooks. The outcomes indicated a favorable presentation of students' consciousness and responsiveness to others while sharing beverages. Within the text, Monita offers a drink to Galang, who has yet to have breakfast at home. These students exhibit a commendable

comprehension of the significance of tending to the requirements of others. These discoveries propose that student textbooks play a crucial role in cultivating an understanding of others' necessities.

Self-Control Value



In this study, an analysis was carried out on self-control or the ability to control students' self-control, as represented in textbooks in various chapters. The research findings show a positive representation of students' "self-control" development through situations described in books. In Chapter 1, an example of a case was found where a student had to refrain from coming home early from school for the hobby of fishing. The research findings show that students are taught to control themselves and delay gratification for a moment to comply with school rules and maintain a balance between academic activities and personal hobbies.



Picture 5.8 Andre and friends talking about Basketball

In Chapter 3, The picture shows Andre and his friends discussing basketball. Female and male students raise their hands to wait to speak. The content analysis finding is the moral value of self-control. Self-control is a person's ability to regulate and control their actions, emotions, and impulses in various situations. In this context, waiting for one's turn can refer to patience and the ability not to act impulsively or get emotional on a whim but instead to give oneself time to reflect, evaluate situations, and make wiser decisions.

Kindness Value

Galang : Kak Sinta, do you have English on Tuesday?
Sinta : No, I don't. Why are you asking?
Galang : I just want to borrow your dictionary. I have English on that day.
Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday.
Galang : Oh, great! My English class is on Tuesday and Thursday.
Sinta : All right then. You can use my dictionary on Tuesday or Thursday.
Galang : Thanks, Kak Sinta.
Sinta : Anytime.

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This study examined how "kindness" among students is depicted in English learning textbooks. Chapter 4, specifically, provides an instance where a student demonstrates kindness by lending a dictionary. This depiction showcases students' magnanimous disposition and thoughtful nature when it comes to addressing the needs and well-being of others. It imparts valuable lessons to students about the significance of sharing, empathy, and kindness in fostering positive social connections.

- a. Listen to [Audio 5.3](#). Pipit and Monita talk about directions to the teacher's room.



Comic strip 5.3 Where is the teachers' room?

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In Chapter 5, the study's results similarly demonstrate that students' kindness is portrayed through their assistance to fellow friends in guiding them around school premises, such as the laboratories and teachers' room. This depiction showcases the inclination to aid and the students' benevolence in contributing to their peers' daily activities within the school setting. It teaches students the significance of unity, collaboration, and kindness in establishing an all-encompassing and mutually supportive atmosphere. Through the analysis of these findings, it becomes evident that English learning textbooks are vital in educating and promoting student kindness. Within these textbooks, favorable portrayals of

students' kindness enable learners to grasp the societal and ethical principles crucial for cultivating constructive and harmonious interactions with others.

Respect Value



Comic strip 1.6 Greetings around the school

This study examined how students' "Respect" is portrayed within English learning textbooks. The research findings reveal a positive presentation of the concept of respect. In Chapter 1, the results indicate that learning respect involves acknowledging individuals encountered within the school environment, including peers, educators, and all school community members. On page 27, a dialogue is provided wherein students greet their teacher. The message conveyed, among others, is centered around the value of respect. Respect, in this context, signifies the disposition to treat others courteously. It embodies a virtue that forms the foundation of good manners. This virtue has the potential to nurture a mindset among students, encouraging them to cultivate mutual Respect for one another.

Tolerance Value



Picture 1.3 Galang and Friends.

In this study, an analysis was carried out on the tolerance learning contained in the English textbooks for grade 7 students. The research findings indicated a

positive representation of and learning about “tolerance” in the textbooks. In chapter 1, the research findings show tolerance learning related to differences in ethnicity or origin between students. This representation illustrates the importance of respecting and appreciating students' differences in ethnicity or whereabouts. It helps students understand the values of tolerance, mutual respect, and respect for cultural diversity in the school environment. In addition, textbook authors also use pictures as a tool to represent tolerance learning. For example, the use of short and long uniforms and headscarves on female Muslim students shows respect for differences in dress and religious practices. This representation helps students to understand the importance of respecting and accepting differences in religious beliefs and beliefs.

Fairness Value

SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

The definition of "fair" is a concept or principle that refers to treatment that is equal, impartial, and by applicable standards or norms. An equitable demeanor or course of action encompasses affording identical privileges and chances to all individuals, devoid of prejudice or unjust behavior. As mentioned in the third paragraph, it is highlighted that the basketball club (eagle) is gearing up for a tournament. They are actively seeking new members from the seventh grade, and the procedure for selecting these individuals will commence in the upcoming week. Every seventh-grade student has the opportunity to join the basketball club. Additionally, enlisting new participants adheres to a fair and unbiased approach, as it is appraised solely on one's basketball-playing skills. The conclusions drawn from the content analysis underscore the portrayal of the ethical principle of fairness.

Discussion

The moral values proposed by Michele Borba imply that the educational process should foster individuals with solid moral awareness, ethical attitudes, and independence. Therefore, this theory emphasizes the importance of student character development. Teachers should play a role in helping students to recognize essential moral values, such as honesty, justice, discipline, and empathy. It helps them grow into responsible individuals with high integrity.

Moral teaching to students through discourse or textbooks helps them strengthen social norms and conventions that they must learn to establish good relations with society locally and globally (Puspitasari et al., 2021). The research findings show that moral learning is fundamental in everyday life. The most dominant finding also appeared regarding self-control. Texts and visuals in books

that support these findings are interrelated in everyday life, for example, family life, student interactions at school, and behavior in public spaces.

According to Shaaban (2005), in the context of EFL learning, learning moral values cannot be fully used in the teaching process. In addition, the findings in this study also support Canh's research (2018) which found that students are rarely involved in the process of critical thinking skills. Furthermore, in the student textbook "English for Nusantara," most of the activities are conducting communicative communication targeting students to exchange messages with other students.

Students' self-control plays a pivotal role in shaping their engagement and endeavors. It supports the affective aspects of other students, such as empathy, caring, kindness, fairness, and others that arise in students. Emotional management, good self-control, decision-making, and respect for rules and the rights or opinions of others are also forms of student self-control represented in this book. In addition, learning self-control through textbooks can also encourage students to improve their academic achievement. It was proven in a study by Duckworth et al. (2019), who found that students' self-control over internal conflicts can help students to encourage student academic achievement, which has an impact on achieving student academic goals. Consequently, considering the moral values within the textbooks, the two are interconnected, which can help students relate to local and global communities (Tse & Zhang, 2017). It also supports students to become good citizens (Engelen et al., 2018).

CONCLUSION

This study employs the content analysis methodology to scrutinize the English textbook "English for Nusantara," intended for 7th-grade junior high school students. The book is published under the Ministry of Education and Culture's Merdeka Curriculum edition. The research findings indicate that Borba's notion of ethical principles is easily integrated into educational materials. The data illustrates moral values in every section of the English textbook. The publication encompasses seven moral principles: empathy, conscience, self-control, kindness, respect, tolerance, and fairness.

According to the results, the predominant proportion of Borba's moral values was demonstrated by self-discipline, accounting for 28.36%. Conversely, Conscience was the least prevalent ethical value, constituting merely 4.48%. The results of this research suggest that students can enhance their comprehension and incorporation of moral values into their daily routines through the utilization of textbooks. In the context of moral learning, textbooks play an important role in shaping students' understanding and attitudes toward moral values. Positive representations in textbooks help students understand and internalize these values in everyday life to face social situations wisely and responsibly. Therefore, educators need to make good use of textbooks and provide active support in guiding students to understand and apply the moral values taught in these textbooks.

CONFLICT OF INTEREST

Regarding this paper's research, authorship, and publication, the author(s) have disclosed no potential conflicts of interest.

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