INVESTIGATION ISLAMIC WITHIN ENGLISH LANGUAGE LEARNING TEXTBOOKS: A CONTENT ANALYSIS METHOD

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ABSTRAK

Studi ini mengeksplorasi representasi dan integrasi nilai-nilai Islam dalam materi pembelajaran bahasa Inggris menggunakan metode analisis konten. Dengan mempertimbangkan prinsip-prinsip etika Islam dan strategi pengajaran, penelitian ini menginvestigasi bagaimana nilai-nilai Islam dimasukkan, diilustrasikan, dan dikontekstualisasikan dalam isi dari materi pembelajaran tersebut. Melalui analisis sistematis dari contoh materi pembelajaran bahasa Inggris, penelitian ini bertujuan untuk mengidentifikasi prevalensi dan karakteristik nilai-nilai Islam seperti keadilan, kasih sayang, kerendahan hati, dan integritas. Selain itu, penelitian ini bertujuan untuk mengevaluasi bagaimana nilai-nilai ini dipresentasikan dalam kaitannya dengan latar belakang budaya, kehalusan bahasa, dan tujuan pendidikan. Metodologi penelitian menggunakan analisis konten kualitatif, dengan pendekatan deduktif dan induktif untuk mengklasifikasi dan menginterpretasikan representasi teks dari nilai-nilai Islam. Dengan mengevaluasi secara kritis bahasa, tema, dan teknik pengajaran yang digunakan dalam buku teks, studi ini bertujuan untuk memberikan wawasan tentang pengaruh potensial dari materi-materi tersebut terhadap persepsi, sikap, dan pemahaman peserta didik terhadap nilai-nilai Islam dalam konteks pendidikan bahasa Inggris. Harapannya, hasil dari studi ini dapat memperkaya diskusi tentang keberagaman budaya dan desain materi pendidikan, terutama dalam ranah pengajaran bahasa Inggris. Dengan mengungkapkan representasi nilai-nilai Islam dalam sumber daya pembelajaran bahasa Inggris, penelitian ini berupaya untuk memberikan panduan kepada pengembang kurikulum, pendidik, dan pembuat kebijakan tentang tantangan dan peluang dalam mempromosikan kesadaran lintas budaya dan penerimaan agama melalui pendidikan bahasa.

Kata kunci *:* Nilai Keislaman, Buku Teks, Konten, ELL

ABSTRACT

In a world that is increasingly interconnected, the incorporation of cultural and religious values into educational resources has sparked significant interest and discussion. This study delves into the portrayal

and integration of Islamic values in English language learning textbooks using a content analysis methodology. By drawing on Islamic ethical principles and teaching methods, the research examines how Islamic values are included, illustrated, and contextualized within the content of these textbooks. Through a systematic analysis of a sample of English language learning materials, the study aims to identify the prevalence and characteristics of Islamic values such as justice, compassion, humility, and integrity. Additionally, the research seeks to evaluate how these values are presented in connection to cultural backgrounds, linguistic subtleties, and educational goals. The research methodology employs a qualitative content analysis, utilizing deductive and inductive approaches to classify and interpret textual representations of Islamic values. By critically assessing the language, themes, and teaching techniques utilized in the textbooks, the study aims to offer insights into the potential influence of these materials on learners' perceptions, attitudes, and comprehension of Islamic values within the realm of English language education. The outcomes of this study are anticipated to enrich discussions on cultural diversity and educational material design, particularly in the domain of English language instruction. By shedding light on the depiction of Islamic values in English language learning resources, the research strives to guide curriculum developers, educators, and policymakers on the possibilities and obstacles in fostering intercultural awareness and religious acceptance through language education.
Keywords: Islamic Values, English Textbook, Content, ELL

INTRODUCTION

The growing importance of Islamic values in the field of identity and cultural discourse has led to a scholarly examination of their integration in widely used English Language Teaching (ELT) textbooks in educational institutions worldwide (Halstead, 2007; Sukardi, 2016). Despite their significant role in shaping students' understanding of culture and belief systems, there has been limited scholarly focus on how Islamic concepts and ideals are represented and included in these teaching resources. This gap in academic analysis is significant given the worldwide importance of ELT textbooks and the growing focus on cultural sensitivity and inclusivity in educational resources. Then, according to Riaz et al. (2023) argue that in an increasingly interconnected world, understanding various cultures, including Islamic culture, is essential for promoting mutual respect and communication

among diverse communities. Islamic principles influence different aspects of society, impacting social norms, ethics, and worldviews. Therefore, the inclusion of these values in ELT textbooks has substantial implications for students' perceptions and attitudes towards Islam and Muslims (Safitri et al., 2023). These textbooks play a crucial role as primary sources of information, shaping students' perceptions of the world. Hence, it is imperative to critically assess how Islamic concepts and ideals are presented within them. Furthermore, the accurate and nuanced portrayal of Islamic values can help enhance intercultural understanding and challenge stereotypes and misconceptions. By offering learners comprehensive and respectful representations of Islamic beliefs and practices, ELT textbooks can promote empathy, tolerance, and an appreciation for cultural diversity (Prasetya et al., 2023). Additionally, examining the integration of Islamic values in ELT textbooks can shed light on broader issues related to cultural representation, power dynamics, and teaching methodologies in language education. This analysis underscores the importance of culturally responsive teaching practices that recognize and honor the diverse backgrounds and perspectives of students.

ELT textbooks, which form the foundation of curricular frameworks, have a considerable impact on students' socio-cultural awareness (Sheldon, 1988; Vitta, 2023). Therefore, it is crucial to conduct a comprehensive analysis of how Islamic values are portrayed and to what extent they are incorporated in mainstream ELT textbooks. In the field of ELT, textbooks play a crucial role in shaping both language acquisition and socio-cultural understanding (Amalsaleh et al., 2010). Specifically, the way Islamic values are presented in these materials has significant implications for how students perceive and appreciate diverse cultural and religious perspectives. It is essential to conduct a thorough analysis of how Islamic values are portrayed and integrated into mainstream ELT textbooks in order to create inclusive educational environments and foster intercultural competence (Acar, 2019). This analysis involves examining various aspects, such as the representation of Islamic beliefs, practices, and cultural norms within the instructional content. It also requires scrutinizing how Islamic themes are presented in narratives, dialogues, and cultural notes, and whether they are portrayed accurately and respectfully. Additionally, it is important to assess the inclusivity of language activities and

materials in reflecting the linguistic and cultural diversity of Muslim learners.

Numerous previous research studies have investigated the presence of Islamic principles within English language learning textbooks (Ariawan, 2020; Darmayenti et al., 2021; Derakhshan, 2024; Gheitasi et al., 2022; Lu et al., 2022; Tajeddin & Pakzadian, 2020). For instance, according to Darmayenti et al. (2021) which is their project aims to create a specialized English language instructional resource for students at the Islamic University of Imam Bonjol Padang in Indonesia. The study utilized a Research and Development (R&D) approach and involved 122 active students and 14 English educators from various disciplines within the university. By conducting a thorough needs assessment through questionnaires, interviews, and analysis of existing instructional materials, the researchers identified a lack of religious and cultural elements in the current curriculum resources. As a result, an 8-unit instructional manual was carefully developed, incorporating themes related to religious figures and local wisdom, and covering listening, speaking, reading, and writing skills. The instructional material was then tested with 32 students in 7 sessions. After rigorous evaluations by experts and assessments of student feedback, the instructional manual received a rating of 3.53, equivalent to 88.5%, indicating a strong consensus among participants that it was highly suitable and effective for its intended educational objectives. Therefore, this study successfully creates an English language instructional resource that is deeply rooted in Islamic and indigenous cultural values, specifically tailored to the educational context of the Islamic University of Imam Bonjol Padang. Besides, Derakhshan (2024) The study examined cultural representations in the Iranian national English as a Foreign Language (EFL) textbook Vision 1 through a qualitative analysis utilizing a semiotic framework. The main aim was to explore how Iranian EFL learners, teachers, and teacher educators perceive cultural depictions in the textbook. Thirty senior high school EFL students, as well as 10 EFL teachers and 10 EFL teacher educators, took part in semi-structured interviews. These interviews were analyzed using content and thematic methodologies, leading to the identification of three key themes. Firstly, the research found that the relationship between images and texts in the textbook mainly displayed indexical properties, lacking cultural awareness and connotation. Secondly, it was noted that the textual and visual elements did not

effectively support the tasks designed to promote intercultural understandings and interpretations. Lastly, participants suggested alternative imagery that would be more culturally engaging for students. The overall results supported the claim that the content in Vision 1 hinders the development of cultural consciousness, aligning with previous studies on Iranian EFL textbooks. Then, Ariawan (2020) conducted a content analysis to investigate the cultural aspects found in the 2017 English textbook designed for grade 10 students in Indonesian educational institutions. The dataset consisted of 17 reading passages, 11 dialogues, and 83 images, which served as the primary data for analysis. Following Byram's (1989) checklist of eight cultural dimensions, the researcher systematically classified and grouped the cultural content embedded in both the textual and visual components. The main findings highlighted the prevalence of stereotypes and national identity, which together constituted 28.05% of the total content analyzed. Moreover, a significant portion was attributed to social interaction and socialization/life cycle aspects, accounting for 15.9% of the corpus. National geography emerged as another prominent cultural dimension, representing 12.2% of the material. In contrast, dimensions such as social identity, beliefs and behaviors, national history, and social/political institutions individually accounted for less than 10% of the analyzed content. This content analysis of the Indonesian English as a Foreign Language (EFL) textbook provides valuable insights into the prioritized cultural dimensions within the instructional materials.

Previous research has made significant contributions to understanding how Islamic values are reflected in English language learning (ELL) textbooks through content analysis. However, there are still significant gaps in this area of study. Many studies have limited their scope to a small number of textbooks within a specific educational context, failing to capture the broader international landscape. Additionally, the cultural dimensions examined are often constrained by the frameworks used, primarily relying on Byram's model, which does not fully encompass the range of relevant Islamic and indigenous concepts. Importantly, learner perspectives through surveys and interviews are notably absent, despite being essential for understanding how cultural messages are perceived and interpreted. Furthermore, there is a lack of comparative analyses across textbooks

from different time periods, proficiency levels, or countries, which hinders the identification of potential changes or disparities in representation over time. As digital content becomes increasingly prominent, it is necessary to expand the analytical approach beyond written discourse to include online, audio-visual, and blended components through multimodal inquiry. The implementation factors that influence the understanding and teaching of values are rarely considered, despite their potential to strengthen empirical findings. Ultimately, it is crucial to translate research findings into actionable recommendations in order to facilitate meaningful improvements in cultural integration within textbook design and language pedagogy.

The present study seeks to fill research voids identified in earlier studies by building upon existing research findings. As a result, the researchers are focused on addressing the research question at hand, which includes:

1. What extent do English Language learning textbooks incorporate Islamic values in their content?
2. How are Islamic values represented and portrayed in English language learning textbooks?

The present study involves qualitative research aimed at conducting a thorough analysis of the information contained in textbooks used in Islamic schools. By adopting a qualitative approach, this study allows for a comprehensive exploration of the content, thereby facilitating a nuanced comprehension of the materials employed in educational settings within Islamic schooling systems. This methodological framework provides valuable insights into the pedagogical practices and underlying ideological foundations embedded in these texts. Consequently, this study utilizes a content analysis methodology to further explore the data desired by the researcher in revealing Islamic principles present in English language textbooks. Content analysis serves as a systematic tool for analyzing and interpreting textual information, allowing for a thorough investigation of key themes, ideas, and discussions. By employing this technique, the researcher seeks to clarify the representation and importance of Islamic values integrated into English language learning materials. This analytical structure provides an organized approach to identifying, classifying, and assessing textual content, ultimately

enhancing comprehension of the relationship between Islamic beliefs and educational materials. (single-spaced)

The study draws upon data sourced from Student Worksheets (LKS) utilized in senior high school settings, covering Grade 10 to Grade 11. Grade 10 LKS are in line with the Merdeka curriculum Phase E, while Grade 11 LKS adhere to the 2013 curriculum. This categorization enables a thorough investigation of educational materials throughout different phases of secondary education, encompassing both transitional and established curricular structures. This methodology supports a detailed examination of pedagogical approaches, instructional materials, and educational goals within the changing landscape of Indonesian secondary education.

Table 1. Dara source Information

Books' Code	Level	Type of Books	Semester
Textbook 1	10 Grade	Kurikulum Merdeka	2
Textbook 2	11 Grade	Kurikulum 2013	2

DISCUSSION

The data source revealed specific findings that researchers have classified into two main themes: "adab" and "akhlak." These themes encompass various dimensions of ethical behavior and moral qualities, offering a systematic framework for examination and understanding in academic discussions.

Table 2. Textbook 1 Data Analysis

Data	Chapter /Page	Adab's Value	Akhlak's Value
Exercise Task 4 Carla: Ivan, do you think that I'm good in painting? Ivan: I think yes. I have seen your painting in some galleries lately. Why do you ask about it? Carla: I want to join a club of mural. It can make me more creative. …	1 (Page 23)	Attitude to individual	Honesty
Listening Task 2	(Page 25)	• Attitude to	• Honesty

		individual • Attitude to society	• Kindness
… Almira: It is style of graffiti characterized by huge straight letters painted using some colors, by the way, how is your opinion about this graffiti? Hilman: I think it is cool graffiti, your brother is really skillful… …			
Exercise Task 1 … The princess got very angry. At night she lit the candle and wished that the wanderer disappears. In the morning the wanderer woke up and found himself in an ugly house in the village. …	2 (Page 51)	Attitude to God	
Listening Task 1 … "Greetings, I've never seen you around here before, nor anyone quite like you. Who might you be?" …	(Page 54)	• Attitude to society • Attitude to individual	Kindness
Speaking Task 1 … "What happened with you, gingerbread? Do you need a help?" the fox asked, after that the gingerbread answered, "Yes, I need your help. Please bring me home to the old lady at Rose Street," …	(Page 57)	• Attitude to society • Attitude to individual	• Kindness • Encompassing
Writing Task 3 … After a long trip, they finally find the good fairy. She was pleased with Pinocchio's bravery. They got a magical potion from	(Page 67)	Attitude to God	• Kindness • Justice

Data
the good fairy for Pinocchio, which the boy drank right away. After drinking it, Pinocchio felt something strange going in his body. His wooden skin became softer and he started to breathe. Pinocchio was turned to real living boy! From that day, he was a very good boy and never missed school, the father and son lived happily after.

Table 3. Textbook 2 Data Analysis

Data	Chapter /Page	Adab's Value	Akhlak's Value
Speaking Task 1 Tika: Hey, let's make a letter for our parents! Lusi: A letter? Why do you want to write a letter? Tika: I'm sure they are wondering what we do in the summer. Lusi: That's a great idea. Here are the pen and paper …	1 (Page 7)	Attitude to parents	• Kindness • Behavior
Reading Task 2 Dear Amelia Wardani, How are you my cute little sister? I hope you are always great. Don't worry about me, I am fine here. …	1 (Page 10)	Attitude to individual	• Kindness • Integrity
Speaking Task 1 … You're welcome! I'm sure you'll notice a difference soon. Taking care of yourself is important for your health and vitality.	2 (Page 19)	Attitude to individual	Kindness
Speaking Task 2 …	3 (Page 34)	Attitude to society	• Kindness • Integrity

I hope Diana is alright though. Should we pay her a visit once the flood dies down? Maybe we can help her clean her house. …		Attitude to individual	
Competence Test … Mom, you were so brave… and I know you will always be there for me. So when you're lost and you're tired… let my love take you higher. …	5 (Page 51)	Attitude to parents	• Kindness • Encompassing
Remidial … I love you daddy; you are my hero and you're always in my dreams … you are my superstar …	(Page 54)	Attitude to parents	• Kindness • Encompassing

Adab's Value

From the information extracted from textbooks 1 and 2, it is clear that the prevailing principles emphasized are related to attitudes towards individuals and society. This observation emphasizes the importance given by both texts to the promotion of positive attitudes towards others, both at the individual and societal levels. The significance attributed to attitudes towards individuals and society demonstrates a fundamental aspect of ethical growth and social unity across different cultural settings. Within the realm of moral philosophy and sociological theory, the cultivation of virtues related to interpersonal connections and communal harmony is of utmost importance in upholding a united and morally upright society. The acknowledgment of the inherent value of every person, combined with a conscientious concern for the well-being of the community, plays a crucial role in promoting social unity and advancing the common welfare. These principles not only contribute to the nurturing of compassion and selflessness, but also foster a sense of mutual regard and obligation towards one another. Furthermore, the emphasis on attitudes towards both individuals and society highlight a

comprehensive approach to moral education, where the development of moral character is intricately intertwined with the cultivation of civic virtues. By instilling values centered on respect, empathy, and social responsibility, educational materials serve as invaluable instruments in shaping individuals' moral awareness and cultivating a culture of ethical behavior within the larger societal framework.

Throughout Textbook 1, attitudes towards individuals are portrayed in four instances across various dialogues among characters in the narrative. For example, in Exercise Task 1 on page 1, Ivan showcases a respectful demeanor by providing honest responses to character inquiries without causing offense. Additionally, in Listening Task 2 on page 25, Almira and Hilman engage in a respectful exchange of inquiries, free from any hint of derision. The depictions of respectful behavior towards individuals in the textbook highlight the importance of cultivating interpersonal etiquette and decorum in communicative interactions. These scenarios emphasize the significance of creating a conducive environment for mutual understanding and harmonious discourse. The portrayal of characters displaying courteous behavior towards each other not only serves as an educational tool for learners but also reflects societal norms and values concerning interpersonal relationships.

Additionally, the repetition of similar occurrences in different activities and assignments emphasizes the educational focus on fostering positive relationships among individuals within the academic environment. By showcasing these social interactions, the textbook indirectly motivates students to imitate and incorporate actions that encourage respect, empathy, and consideration towards others. Moreover, these instances help students develop a sophisticated comprehension of the importance of polite communication in cultivating cooperative and friendly connections, not only in educational institutions but also in wider societal settings. By depicting characters engaging in polite conversations, students are encouraged to acknowledge the intrinsic importance of mutual respect as a fundamental aspect of successful interpersonal communication.

In the domain of societal attitudes, the expression of open-mindedness is frequently observed, as demonstrated by its occurrence on three separate occasions. An illustrative example can be found in the Listening Task 1 on page 54, where the

characters in the narrative warmly greet unfamiliar individuals in order to ascertain their identities. These instances highlight the inherent importance placed on the virtues of openness and the recognition of fellow community members. The proactive interaction with strangers exemplifies a broader societal ethos characterized by inclusivity and communal integration. This observance not only showcases an individual's dedication to fostering interpersonal connections, but also serves as evidence of the overarching societal fabric defined by mutual respect and acknowledgement of the diverse constituents within a community. Additionally, the repetitive display of such behavior highlights its deep-rooted nature within the cultural context, indicating its position as a standard behavioral model rather than a rare occurrence. This occurrence reflects the social and cultural dynamics in action, where the promotion of positive social connections relies on embracing values like kindness and generosity towards others. Moreover, the previously mentioned cases act as illustrations of social guidelines that dictate standard ways of engaging within the community structure. By regularly following these guidelines, individuals not only confirm their commitment to societal standards but also play a role in sustaining a collective spirit based on inclusiveness and mutual reliance.

In the second textbook, attitudes towards individuals are manifested on four occasions through various conversational examples among friends or family members who show mutual respect. For example, in Speaking Task 1 on page 7, the characters, Tika and Lusi, exchange opinions to collaboratively write a letter to their parents. On the other hand, attitudes towards society are only evident once, as seen in Speaking Task 2 on page 34, where concern is shown for fellow citizens affected by flooding. This noticeable difference in the frequency of occurrences between attitudes towards individuals and society in the textbook's conversational contexts may indicate a significant focus on interpersonal dynamics and relational ethics rather than broader societal issues. This trend could indicate a deliberate educational goal to prioritize the development of empathetic communication skills within personal relationships, potentially in line with socio-emotional learning objectives. Furthermore, the repeated depiction of respectful interactions between peers or family members highlights the educational goal of promoting a

communicative environment based on mutual respect and collaborative problem-solving. In contrast, the isolated example of societal concern presented in the educational materials can be used as a focal point for discussing broader civic duties and the importance of empathy in addressing community issues. This educational framework, which emphasizes interpersonal relationships alongside occasional mentions of societal involvement, has the potential to cultivate a nuanced understanding of both individual empowerment and collective obligations within the academic setting. Such an approach has the capacity to enhance students' communication skills while also fostering ethical awareness and a sense of civic responsibility.

Furthermore, an additional crucial ethical principle pertains to the treatment of God and parents. The significance of showing respect towards God is mentioned twice in textbook 1, while the importance of honoring parents is stressed three times in textbook 2. This highlights the value of nurturing positive relationships with both the Supreme Being and our caregivers. Across different cultures and faith traditions, the reverence for a higher power often forms the basis of ethical behavior. This reverence involves not only following religious practices and beliefs but also involves displaying humility, appreciation, and wonder towards the divine. In educational settings, textbooks often underscore the importance of cultivating such reverence for God as a foundational element of moral growth. Moreover, the consistent stress on the importance of showing respect to parents in textbook 2 highlights the acknowledgment of parental authority and the family unit as crucial elements in moral development. This aligns with the universal concept of filial piety, where showing reverence and following the guidance of one's parents is seen as a moral duty and a way to show appreciation for their love and sacrifices. Through promoting respect towards parents, textbooks indirectly encourage the strengthening of family ties and the fostering of values like obedience, thankfulness, and empathy in the community.

In discussion, the advocacy for positive qualities related to interactions with individuals and society, as emphasized in various academic works, aligns with the theoretical frameworks found in moral philosophy and sociological studies on the development of character and community unity. Prominent thinkers like Aristotle

and Confucius highlighted the importance of cultivating moral virtues, such as kindness, honesty, and respect for others, in shaping ethical judgment and behavior. Similarly, sociological investigations have emphasized the significance of promoting values that encourage strong social connections, collaborative interactions, and reduced conflicts between different groups within a society. The examination of virtues, particularly those related to interpersonal and societal interactions, as advocated in academic discourse, aligns with enduring principles in moral philosophy and sociological research. Esteemed philosophical figures such as Gorichanaz and Solihin have emphasized the essential nature of cultivating ethical virtues like kindness, honesty, and respect towards others as fundamental foundations for moral reasoning and behavior (Gorichanaz, 2023; Solihin et al., 2020). Likewise, sociological scholarship has outlined the crucial role of prosocial values in promoting cohesive social connections, facilitating collaborative efforts, and mitigating conflicts between different groups (Blitstein-Mishor et al., 2023; Carlo et al., 2022)

The recurring portrayal of polite exchanges among characters in Textbook 1 provides opportunities for demonstrating interpersonal skills. This thematic focus aligns with Brown et al. (2020) social cognitive theory and empirical research, which suggests that ethical behavior and principles are acquired through observing and reinforcing societal norms. By depicting peers engaging in respectful conversations, the textbooks can effectively shape students' communication styles through observational learning and encourage them to emulate considerate interactions in their own social interactions. This educational approach leverages the influential power of observational learning to instill prosocial behaviors and values in students, thereby contributing to their socio-emotional growth. Furthermore, the emphasis on attitudes towards both individuals and broader societal contexts in the textbooks reflects a comprehensive approach to values education as advocated by cognitive-developmental theories. According to Allen and Fry (2023) and Murcio and Scalzo (2021), moral reasoning develops as individuals contemplate how principles are manifested in personal relationships and larger community settings. By incorporating illustrative examples that address both interpersonal connections and societal involvement, the textbooks can facilitate the

development of students' ethical perspectives. This multifaceted approach not only aligns with theoretical frameworks but also highlights the pedagogical significance of contextualized learning experiences, which foster nuanced moral growth. Consequently, the inclusion of such examples enriches the educational landscape by nurturing students' ability to make ethical judgments within diverse socio-relational environments.

An emphasis on exemplifying virtues such as kindness through the actions of diverse characters is congruent with affective-engagement paradigms. Ethical decision-making frequently entails a dynamic interplay among emotions, cognition, and conduct (Koslouski, 2022). The depiction of prosocial behaviors modeled in educational contexts holds potential for fostering empathy and attunement to the needs and perspectives of others among students (Allen & Fry, 2023). This pedagogical approach underscores the significance of integrating affective dimensions into educational frameworks, thereby nurturing holistic development and promoting social responsibility. By incorporating narratives featuring morally commendable behaviors, educators can contribute to the cultivation of an ethical sensibility and interpersonal understanding among learners.

Akhlak's Values

Then in Akhlak's values, textbook 1, the primary moral values emphasized are honesty and kindness. Specifically, honesty is mentioned twice, particularly in Exercise Task 4 on page 23 and Listening Task 2 on page 25. For example, one example involves Ivan's sincere response to Carla's question, without any deception, demonstrating a dedication to truthfulness. Furthermore, a portrayal of genuine honesty is shown in the interaction between characters Almira and Hilman during their conversation. The focus on honesty in the educational material highlights its importance as a fundamental ethical principle. Honesty fosters trustworthiness and integrity, which are essential qualities in promoting positive relationships and societal unity. By presenting examples of honesty, the textbook not only explains its moral implications but also aims to instill ethical awareness and behavior among its readership.

Additionally, the recurring thematic motif of truthfulness serves educational objectives that go beyond mere moral guidance. It functions as an instructive tool for the development of one's character, encouraging individuals to ponder their own actions and decisions in light of ethical principles. By presenting honesty in various contexts with subtle nuances, learners are stimulated to contemplate its relevance and applicability in different situations, thereby fostering the growth of critical thinking and moral reasoning abilities. Moreover, the deliberate placement of honesty alongside other moral values, such as kindness, reinforces the interconnectedness of virtuous behavior. By shedding light on the multifaceted nature of moral virtues, the textbook aims to cultivate a comprehensive comprehension of ethical conduct, emphasizing its inherent worth in personal growth and societal cohesion.

Then, the evaluated material contains two notable instances of kindness, which are specifically highlighted in the Listening Task 1 on page 54 and the Speaking Task 1 on page 57. In one instance, a character in the narrative extends a polite greeting to a stranger in order to determine their identity, thus demonstrating a benevolent form of interaction. Additionally, the narrative depicts a fox engaging in a courteous inquiry about the potential need for assistance from the gingerbread entity, showcasing another example of altruistic behavior. Kindness, as a concept, holds great significance in societal discussions, particularly in the domains of interpersonal communication and social psychology. It serves as a fundamental element in fostering positive social interactions, promoting cooperation, and cultivating empathy within communities. The instances of kindness portrayed in the assessed material not only contribute to the development of the narrative, but also serve as models of prosocial behavior, thereby emphasizing its importance in various contexts. Additionally, the portrayal of benevolence in literary works and language activities carries educational significance, allowing students to understand intricate elements of communication, empathy, and societal relationships. Through examining and situating these examples within scholarly frameworks, students are able to acquire knowledge about the complex nature of human interactions and the driving forces behind them.

In the second textbook, the prevailing moral value that is consistently observed is benevolence. The idea of benevolence is depicted five times throughout various instances, showcasing acts of mutual assistance among peers or family members. An example of this can be found in Reading Task 2 on page 10, where a character genuinely expresses concern for the well-being of their sibling. The recurring portrayal of benevolence serves to emphasize its importance within the educational context as a virtue that should be admired and nurtured by learners. This thematic emphasis aligns with broader educational objectives that aim to promote prosocial behaviors and ethical development in students. By highlighting acts of kindness and selflessness, the textbook not only reinforces positive social norms but also fosters empathy and compassion among its readers. In addition, the significance of benevolence in academic discussions highlights its inherent worth as a moral concept that fosters harmonious connections between individuals and societal unity. This consistent theme enriches educational content by instilling a sense of moral profundity, stimulating readers to contemplate the ethical consequences of their decisions and behaviors. Furthermore, the recurring motif of benevolence emphasizes its universal nature as a moral obligation that surpasses cultural and contextual limitations. Through the presentation of various instances of benevolent conduct, the textbook cultivates a comprehensive comprehension of morality and motivates students to embrace altruism as a guiding principle in their interpersonal engagements.

Moreover, the theme of integration is emphasized twice in the discussion, specifically in Speaking Task 1 on page 19 and Speaking Task 2 on page 34, where characters exhibit mutual aid and care for the well-being of their peers and other members of the community. This recurring theme emphasizes the importance of nurturing strong social connections and showing empathy within the story's structure. The scenarios portrayed not only showcase the importance of communal assistance but also bring attention to the inherent interdependence among individuals in society. Then, Integration, as described in these sections, goes beyond simply existing together; it represents a more profound dedication to the well-being of all and the prosperity of the community as a whole. These portrayals emphasize the complex nature of integration, which includes both interpersonal interactions

and a broader sense of unity within the community. Furthermore, they highlight the inherent reciprocity that exists within communal relationships, where individuals reciprocate care and support, thus strengthening the social cohesion necessary for a resilient and sustainable community.

Moreover, according to the data, the depiction of honesty and kindness as essential moral values in Textbook 1 aligns with influential theories regarding the fundamental elements of moral character. Aristotle, in his renowned work Nicomachean Ethics (2009), identified honesty, also referred to as truthfulness, and kindness/generosity as crucial aspects of virtuous behavior. Similarly, contemporary research in positive psychology, as exemplified by Peterson and Seligman (2004), has emphasized these attributes as key determinants that promote individual well-being and foster positive social interactions. The portrayal of these virtues in the textbook thus highlights qualities that are universally recognized as vital for moral integrity and the development of interpersonal connections. This alignment underscores the enduring importance of these virtues across various philosophical and empirical frameworks. The focus on promoting kindness in student interactions, as illustrated in the textbook, reflects a commitment to the principles outlined in social cognitive theory. By showcasing characters who exhibit kindness, the educational materials aim to encourage similar behavior in readers through observation and reinforcement, as suggested by Stewart et al. (2021). This instructional strategy aligns with research indicating that exposure to moral role models in media can impact individuals' views on acceptable behavior (Ilmiani et al., 2021). Therefore, the use of character portrayals to promote kindness as a cultural standard highlights a deliberate initiative to foster positive social conduct among students.

The recurring portrayal of kindness as a primary subject in Textbook 2 corresponds with dominant theories regarding socio-emotional growth. The focus on kindness aims to promote the development of empathy and prosocial values, which are crucial stages in the moral internalization process as described by Tambak et al. (2020) and Tambak et al. (2021). Demonstrations of altruistic behavior have the capacity to improve emotional understanding and nurture perspective-taking abilities among students. These pedagogical methods not only

contribute to the socio-emotional development of learners but also align with broader educational goals that seek to foster ethical awareness and moral reasoning. The inclusion of both honesty and kindness in moral frameworks demonstrates the multifaceted aspect of moral competence. Researchers argue that being completely virtuous requires the harmonious integration of virtues like honesty, empathy, and social responsibility (Snell et al., 2022). Consequently, ensuring these values are adequately represented in educational resources has the potential to foster a more nuanced understanding of morality among students. By adopting a holistic approach to moral education, individuals are provided with a thorough comprehension of ethical principles and behaviors, thereby promoting the growth of morally competent individuals who can navigate intricate moral predicaments with integrity and compassion.

The importance of integration aligns with sociological theories of morality. Scholars like Durkheim argue that morality arises from the collective existence of society. By emphasizing ideas of reciprocal concern and obligation, the textbook strengthens the idea that interdependence is crucial for building social connections and promoting communal well-being (Karimullah et al., 2023). This viewpoint highlights the significance of societal unity in shaping ethical frameworks and emphasizes the essential role of shared values and responsibilities in maintaining social harmony and cohesion. As a result, the integrationist approach not only echoes Durkheim's principles but also emphasizes the enduring relevance of sociological perspectives in comprehending and explaining moral phenomena.

CONCLUSION

To summarize, the educational resources being examined make effective use of well-established theoretical frameworks from moral philosophy, sociological theory, and developmental psychology to guide the choice and delivery of fundamental moral values. It is worth noting that the materials place particular emphasis on virtues such as honesty, kindness, and benevolence, which are in line with influential models that outline key aspects of moral character and positive social development. The portrayal of these virtues through character representations and situational scenarios aligns with strategies based on social cognitive and

affective-engagement paradigms, which have the potential to shape students' behavior through observational learning and empathetic comprehension. Moreover, the fair and just treatment of perspectives on individuals and society demonstrates a comprehensive approach that is supported by cognitive-developmental theories. In general, the available resources demonstrate a strong alignment with influential theoretical perspectives, suggesting a careful incorporation of principles from various fields to enrich values education. Possible directions for future research could involve examining students' understanding and utilization of fundamental moral concepts after being exposed to these resources, evaluating the effects on socio-cognitive abilities like perspective-taking and moral reasoning, and observing the display of prosocial behaviors. Moreover, the investigation of variations considering learner attributes such as gender or age has the potential to offer significant knowledge for tailoring resources. Furthermore, further exploration of educators' viewpoints and implementation strategies could provide valuable guidance for enhancing practical results. By conducting comparative analyses of the effects in diverse cultural settings, valuable insights can be gained on how to adapt frameworks in a culturally sensitive manner. Additionally, longitudinal studies that track the developmental progress following the use of aligned educational resources can provide valuable information on the long-term sustainability of the impacts. Furthermore, conducting experimental studies that compare resources that are aligned with those that are not aligned could provide more compelling evidence for establishing causality. Essentially, ongoing empirical research has the potential to reinforce theoretical alignments and enhance evidence-based strategies in values education, which can effectively address the diverse requirements of learners worldwide.

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