


Moral values representation in the elt textbook endorsed by the government

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Article Info	ABSTRACT
Keywords: Moral values, ELT textbook, Merdeka Curriculum	This study depicts moral values in English Language Teaching (ELT) textbooks. This research aimed to examine and articulate the moral principles in English textbooks endorsed by the government. This study used a descriptive-qualitative approach using a content analysis strategy. The researcher used the documentation approach to gather data. The statistics were obtained from English Senior High School textbooks endorsed by the Ministry of National Education. The data were evaluated using the analytical framework developed by Miles et al. (2014), which included three main stages: (a) data condensation, (b) data presentation, and (c) conclusion. The result showed that this book covered all of the eighteen moral values embedded by the Ministry of National Education. Nevertheless, improvement is still needed because the eighteen moral values are distributed unevenly across five units, along with two concluding units.
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INTRODUCTION

Morality is a behavioral pattern an individual develops in response to their surroundings. The quality of any setting is contingent upon the attitude of the individual. Sukma et al. (2021) elucidate that morality pertains to individuals' perceptions of what is virtuous and fair in interpersonal interactions. A person who has morals or ethics is considered virtuous. If someone is immoral or unethical, they might be viewed as reprehensible. The remark implies that the application of moral principles within society serves as a determinant of one's moral character, distinguishing between those who are virtuous or morally corrupt. According to Kaur (2015), morality is the appropriate actions to take in social interactions and with other members of society, as established by the accepted standards of conduct.

Teaching moral principles to kids is crucial due to the rising prevalence of issues such as juvenile delinquency, drug abuse, bullying, and promiscuity among Indonesian students today. This issue persists incessantly nowadays. An instance of moral degradation might be seen in the form of bullying. The United States is a nation that experiences bullying cases, affecting a substantial number of kids ranging from elementary to high school, with an estimated total of 15,600 occurrences. According to Dafiq et al. (2020), 17% of those surveyed reported experiencing bullying, while 19% acknowledged engaging in bullying

behavior during their time in school. Indonesia is now seeing a deterioration in moral values. Saputro & Murdiono (2020) elucidate that the education system in Indonesia is very intricate, including a multitude of challenges that need attention and resolution. The Indonesian education landscape is increasingly characterized by moral degradation, which has become more prevalent. Evidence of moral corruption may be seen via the extensive dissemination of various student pornographic movies, student altercations, and drug abuse among students. Particularly in North Sumatra, based on study findings Pohan & Siregar (2022) did a study in Patumbak Village, Patumbak District, Deli Serdang Regency, North Sumatra Province. The outcome of juvenile delinquency in Patumbak Village 1 manifests in several forms, such as theft of parental funds, robbery of helmets, participation in demonstrations, physical altercations, and alcohol use. Hence, the implementation of ethical principles has excellent importance in educational institutions. Particularly in each academic discipline, to ensure the cultivation of exemplary character in every student. The primary purpose of schools is to provide students with the necessary skills and knowledge to actively engage in social and political activities, thereby becoming responsible and effective citizens Tan et al. (2017).

The prevalence of moral decay in contemporary society underscores educators' crucial responsibility to impart academic knowledge and ethical principles. According to Wardani et al. (2019), teachers provide information to students and cultivate character education in them throughout the teaching and learning process. The expression implies that instructors have a responsibility beyond imparting academic knowledge. Additionally, they play a crucial role in instructing and cultivating ethical principles in pupils. Asyahidah et al. (2021) argue that to enhance students' moral values, teachers should focus on imparting knowledge and instilling a philosophical perspective on life. A teacher may provide an example by their adherence to discipline and approach to building positive relationships. Teachers play a crucial role in motivating students and facilitating learning and teaching. They are considered professionals who contribute to the moral development of pupils through their expertise and socialization.

Textbooks may assist teachers in fulfilling their responsibility of conveying academic knowledge and moral values. According to Gailea et al. (2019), the textbook provides a crucial role in the teaching-learning. Textbooks are educational materials that provide instruction on certain topics and are mostly used in educational institutions such as schools and universities. The textbooks will have several parts that introduce characters, tasks, resources, texts, conversations, utterances, photographs or photos, and topics for each unit. In order to include moral values into the educational process, instructors must exercise discernment while selecting textbooks that might facilitate the enhancement of moral values in pupils. Several pertinent studies were conducted in this investigation. The first study by Canh (2018) was titled 'A critical Analysis of Moral Values in Vietnam-produced EFL textbooks for upper secondary schools.' This study aimed to analyze the ethical principles included in high school English as a Foreign Language (EFL) textbooks. The researchers specifically selected level 3 senior high school English books authored and published by Vietnam. The analytical findings obtained using the descriptive technique

indicate that the moral values included within the three textbooks are sufficient.

Tan et al. (2017) researched as mentioned above study. The study title is 'Moral Values and Good Citizens in a Multi-Ethnic Society: A Content Analysis of Moral Education Textbooks in Malaysia.' The objective was to ascertain the prevailing moral principles of an exemplary citizen as portrayed in Malaysian moral education textbooks. The results revealed that the virtue of 'responsibility' played a central role in building a model citizen in Malaysia. Renette et al. (2021) conducted a third study titled 'A Content Analysis of Character Education Values in the English Students' Textbooks for Senior High School in Indonesia.' The researchers aimed to identify character values in textbooks via qualitative analysis. The findings revealed that all prevailing character values were present in the textbook.

The three studies as mentioned above exhibit both parallels and contrasts concerning the methodology used by the researchers in this study. The primary emphasis revolved around moral principles or character values. The first study looked at textbooks for English as a Foreign Language (EFL) created by local publishers, especially for high school students. The second study examined moral values by examining moral education textbooks, while the third study investigated reading texts in senior high school English textbooks. However, this study compares the ethical principles depicted in local and foreign English as a Foreign Language (EFL) textbooks designed for junior high school students. Based on the explanation above several previous researchers have conducted study on textbooks, specifically focusing on moral principles, acknowledging the significant role textbooks play in instructing and cultivating students' moral values. Renette et al. (2021) conducted a study that examined the English textbooks used by senior high school students in Indonesia. Therefore, the researcher focused on elucidating the moral principles in the government-endorsed textbook. The study's research title was "Moral Values Representation in the ELT Textbook: Endorsed by the Government."

METHOD

This study used a descriptive-qualitative approach, specifically content analysis. Ary et al. (2010) said that descriptive data is a feature of qualitative research data. Descriptive data is presented in the form of words or images obtained from documents, field notes, interviews, or extracts from video recordings, among other sources. Content analysis is a qualitative research method that evaluates information from public records, textbooks, Correspondence, films, and other sources. This research mostly used descriptive-qualitative methodology, which means that the data collected for this study consisted of verbal or visual information.

The researcher used the documentation approach to gather data. The documentation approach served as a data-gathering strategy in qualitative research. Ary et al. (2010) said that document analysis is a research strategy used to examine textual or visual resources in order to determine certain qualities of the content. The materials examined may include textbooks, newspapers, online pages, speeches, television programs, ads, musical creations, or many other forms of documents. Concisely, the data is gathered via a series of

steps: (1) Analyze the textbooks and determine the moral values included in them. (2) Incorporating the recognized moral standards into ELT textbooks in a manner that facilitates their classification. (3) Categorizing the ethical principles in English Language Teaching (ELT) textbooks to facilitate analysis. The analysis of the data from the English textbooks followed Miles et al.'s (2014) methodology, which consists of three main steps: (a) data condensation, (b) data presentation, and (c) drawing conclusions. The next paragraphs provide explanations for each of them. The first stage included data condensation. This refers to the process of choosing, concentrating, streamlining, extracting, or altering the data. The researcher curated data from English textbooks, specifically focusing on visuals and phrases that pertain to moral principles.

Extraneous information was minimized, while pertinent material was included. Data presentation included presenting data in a tabular format and using checkmarks on a checklist to facilitate data analysis and comprehension. Observing the visual presentations that facilitate comprehension of ongoing activities and actions. The researcher used a table and checklist to provide the data, since this is the prevailing method of data presentation in qualitative research for this study. The last stage of data analysis will include drawing conclusions. Here, the researcher has begun the process of comprehending the data. Subsequently, the researcher categorized the data using identical codes, consolidated the groups, and identified certain relationships. Next, proceed to provide an explanation and description. Ultimately, the researcher arrived at the outcome and conclusion of the study.

RESULTS AND DISCUSSION

This This research was analysed using text analysis in an interactive book by Intan Pariwara; the researcher determines many contents in this study: Good morals. The Ministry of National Education lists 18 moral principles. Based on the ethical standards of government-endorsed English textbooks "Bahasa Inggris Tingkat Lanjut," The textbooks covered 18 values. Each unit has inconsistent morals. According to The Ministry of National Education, not all units have 18 moral principles. The 18 moral qualities are irregularly spread among five components and two closing units. Below is a further explanation of the classification of 18 moral principles.

Table 1. 18 moral qualities

No	Moral Value	Content	Chapter
1	Religiousness	The woman wearing hijab to cover her body	Unit 5, page 148
2	Honesty	In this activity, the students are asked to reflect on what they have learned in each unit, and they have to do it with honesty.	Unit 3 page 99
3	Tolerance	In this activity, the student must discuss and respect other opinions.	Unit 5 page 163
4	Discipline	The instructions are clear and indicate that the student must follow all the	Unit 3 page 97

		instructions.	
5	Perseverance	This story showed the characteristics of Bawang Putih, who is very perseverant and hardworking.	In the concluding section, page 113,
6	Creativity,	The students were asked to do the new project, storytelling.	Unit 2 page 68
7	Independence	This story describes Ani's struggle to become independent.	Unit 2 page 52
8	Democracy	The instruction there is a reminder that they should respect each other opinion	Unit 5 page 163
9	Curiosity	In this story, the character of Lucy is described. Lucy is a curious little girl who always wants to know something new.	Unit 3 page 73
10	The Spirit of Nationality	the people wearing traditional clothes from Indonesia	Unit 1 page 29
11	Love of Homeland	Showing Papua Island part of Indonesia	Unit 1 page 3
12	Appreciation/Achievement	In the conversation, the host appreciated the guest by thanking her and telling her that he learned a lot from her.	Unit 1 page 38
13	Friendliness/communication	working in pairs	Chapter 1 page 37
14	Love and Peace	Mother shows her feelings to her daughter by give her all she wants.	Unit 1 page 28
15	Reading Interest,	The activity on this page, showed that the student must read and understand the text.	Unit 1 page 5
16	Environmental Awareness	The text is talking about the reason why the healthy environment should be a human right	Unit 4 pages 132-133
17	Social Awareness	The conversation between two friends and the attitude shows the moral value of social awareness, because he showed the empathy for others.	Unit 4 Page 143
18	Responsibility	The girl in the story show that she keeps promise and fulfil her responsbility.	Unit 1 page 18

1. Religiousness

Religiousness is an exhibit a compliant demeanor and conduct in adhering to the principles of their religion, demonstrates tolerance towards the observance of other religious practices, and coexist harmoniously with followers of other faiths. This

Religiousness value contained in the Textbook proved by the data below



Picture 1. Religiousness value

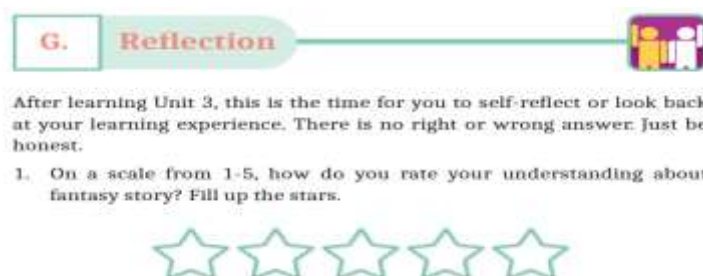
The data above described as a young lady wearing hijab, which indicates that she is Muslim. A Muslim female wears a hijab to protect and cover her intimate parts as part of her devotion to Allah (her God). The hijab is mentioned twice in the holy Qur'an, in Surah An-Nur and Al Ahzab. Verse 31 Surah An-Nur states the following:

“ Allah is Aware of what they do. And tell the believing women to lower their gaze and be modest, and to display of their adornment only that which is apparent, and to draw their veils over their bosoms”

The verse explain hijab as a kind of head covering that is used in various manners. Also, the discussion encompasses not only the physical aspect of covering their hair and dressing modestly but also indicates the significance of mindset, attitude and modest behavior, which are the fundamental aspect of hijab itself. In his book Hammam, (2010) stated the appropriate clothes for muslimah should encompass the material that cover intimate body area, avoid emphasizing body curves and maintaining the modest length include the wearing of hijab. Based on this data, it can be inferred that the data showed indications of religiousness, as it revealed her beliefs and her faithful adherence to her faith.

2. Honesty

Honesty is a behavior is predicated on cultivating a reputation for unwavering trustworthiness in one's speech, deeds, and professional endeavors. This value is presented in this data.



Picture 2. Honesty Value

Based on the data above, one of the activities in this book is reflection. In this reflection activity the students asked to reflect what they have learned in each unit and

they have to do it with honest. As stated in the instruction, there is no right and wrong answer and they just need to be honest. It represents one of the moral values stated by KEMENDIKBUD, Honesty. The cognitive intelligence is not the main priority in education. Developing student's moral character is the main objective in moral education to ensure that the students grow into smart individual who avoid using their cognitive intelligence in the bad way. (Astuti, et al, 2023). This statement is consistent with the findings presented above.

3. Tolerance

Tolerance is an attitudes and acts that demonstrate tolerance for the unique religious, racial, ethnic, and ideological distinctions of others.



Activity 6
Work in pairs. Discuss these questions.

Imagine that you are overweight and you really want to lose weight.

- What will you do?
- What made you choose that action?

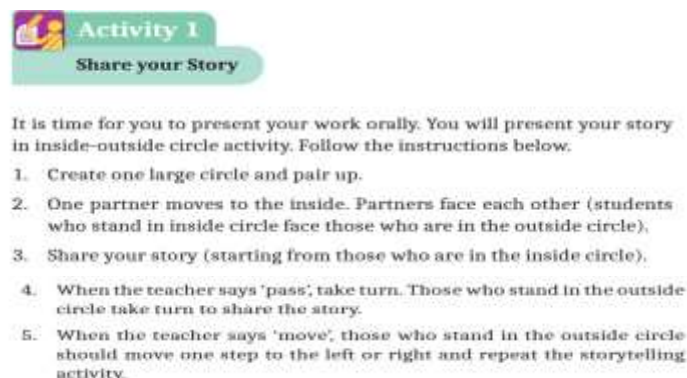
You can write down your answer below or simply discuss it with a partner.
Remember to respect each other or each other's opinions.

Picture 3. Tolerance Value

The data above showed the activity to work in pair, in that activity the student must discuss and respect other opinion. Its emphasis by the sentence "Remember to respect each other or reach other's opinion" It represent the tolerance value.

4. Discipline

Discipline is an attitude that demonstrate disciplined conduct and adhere to various rules and regulations.



Activity 1
Share your Story

It is time for you to present your work orally. You will present your story in inside-outside circle activity. Follow the instructions below.

- Create one large circle and pair up.
- One partner moves to the inside. Partners face each other (students who stand in inside circle face those who are in the outside circle).
- Share your story (starting from those who are in the inside circle).
- When the teacher says 'pass', take turn. Those who stand in the outside circle take turn to share the story.
- When the teacher says 'move', those who stand in the outside circle should move one step to the left or right and repeat the storytelling activity.

Picture 4. Discipline Value

As shown in the data above, we can see that the instructions are clear and indicate that the student must follow all the instructions. The sentence "Follow the instructions

below” implied that the students must follow the rules and be discipline. This moral value is really important in the student’s development. As stated by Astuti, et al. (2023) The positive discipline foster the development of children’s character.

5. Perseverance

Perseverance is the behavior demonstrates a sincere and determined attempt to overcome different obstacles in learning and task completion, striving to get the best potential outcome.

Happily, Bawang Putih agreed and helped that old woman. She cooked some food for her, looked for firewood, picked some vegetables for grandma’s tomorrow’s food, cleaned the house, and washed grandma’s clothes. Those house chores were just easy for Bawang Putih to do as she used to do the same chores every day at home. After finishing the work, grandma finally gave me the scarf.

Picture 5. Perseverance Value

Regarding the data above that tell the story about bawang merah and bawang putih. In the piece of the story above, showed the characteristic of bawang putih who is very perseverance and hard working. It represents the perseverance aspect of moral value that is important to have by the student. As stated by Kholillah, et al (2021) perseverance is the act of working diligently and persistently until the task is fully accomplished. This statement is consistent with the findings presented above.

6. Creativity

Creativity is the act of doing a task or creating innovative approaches, or the ultimate outcome of a conducted event.



Picture 6. Creativity Value

As showed on the data above, one of the activities contain in the book asked the

student to do the storytelling. That activity means that the student asked to make something new based on what they have learned, they produce something new. In line with the statement by Febrianti (2016), creative thinking promotes the creation of unique and innovative idea. Therefore, it may be inferred that the data conformed to the theory by generating an exceptional concept that proven in something new and out of the usual.

7. Independence

Independence is the attitudes and behaviors that do not depend on others to perform tasks quickly.

In the story, it is said that the young Ani struggled with her self-image. Ani had a gift to talk with animals and nature that made her so special; however, the gift made her isolated because the gift is considered shameful and terrible. Furthermore, her self-image was also affected by how her mother's shadow and the pressures of being a crown princess.

Nevertheless, as Ani moved to Bayern, she gradually changed her way of thinking about herself. She started to accept the gift and use it for the good deeds. She also began to open up to others about her identity and made friends.

Picture 7. Independence Value

Based on the data above, it showed the story about "The Gosee Girl" it describes Ani's characteristic that is struggle with herself become independent. Independence refers to the character or conduct of those who do not rely on others. Based on the data and the theory above, it can be concluded that independence value is applied in this textbook.

8. Democracy

Democracy is a self-reliant attitudes and actions that prioritize efficiency in job completion.



Imagine that you are overweight and you really want to lose weight.

- What will you do?
- What made you choose that action?

You can write down your answer below or simply discuss it with a partner.
Remember to respect each other or each other's opinions.

Picture 8. Democracy Value

From the data above showed the discussion activity. The students should discuss the condition given with their friend, but at the end of the instruction there in a reminder that they should respect each other opinion. Democracy may be understood as the individual conduct that demonstrates the equal rights and responsibilities of oneself and others. Ujipriyati et al., (2019). The results demonstrated the significance of democracy as it indicated that students should exercise their entitlement to express their thoughts, while

also granting others the freedom to do the same.

9. Curiosity

Curiosity is an approach to cognition, reaction, and behavior that scrutinizes one's own and others' entitlements and responsibilities.



Picture 9. Curiosity Value

The data above presented the story about the lion, the witch, and the wardrobe or it well known as “Narnia”. In the story, there were four siblings, Peter, Susah, Edmund, and Lucy. On the first day they lived in the new place, lucy explore the house and found an enormous wardrobe and try to check out that wardrobe, and with her curiosity she found the hidden world inside the wardrobe. Lucy is a curious little girl that always want to know something new. It is one of the moral values that is important. Curiosity may be defined as the disposition and behaviors that consistently seek to acquire in-depth and extensive knowledge about novel things observed or acquired, Saridevita et al., (2020). This statement demonstrates that Lucy possesses a disposition to acquire comprehensive and extensive knowledge about the enormous wardrobe. The data corroborated the idea.

10. The Spirit of Nationality

The Spirit of Nationality is the extent and dissemination of anything taught, seen, or heard are influenced by attitudes and behaviors.



Picture 10. The Spirit of Nationality Value

As we can see in the picture above, the people wearing the traditional clothes from Indonesia. It present that they wear it as their identity that represent, they are Indonesian.

As stated in Fauziah & Dewi (2021) Nationalism is an attitude characterized by a strong sense of pride in showing their country's unique features. The picture shows the national clothes that show the identity of Indonesian People. So, the data represent the moral value of the spirit of nationality.

11. Love of Homeland

Love of Homeland is how to prioritize national interests above self-interest and organizational concerns in one's thoughts, actions, and communication. As one of moral value stated by KEMENDIKBUD, this book also contained this value proved by the data below.



Picture 11. Love of Homeland Value

The data here implied the love of homeland value by showing one of the islands in Indonesia, Papua. The question is also showed that Indonesia has a lot of culture, race, and ethnic. "Do you know any legend that are passed down in your area? Compared to the area shown in the picture, is the legend in your area similar or different?". That indicates that the student can compare their culture and others. That also can refer to another moral value stated, tolerance.

12. Appreciation

Appreciation/ Achievement is how to cultivate a mindset and behavior that demonstrates devotion, compassion, and a deep respect for language, physical surroundings, social interactions, cultural values, national economy, and political affairs.

Host : Well, it's time to wrap up the show. Thank you to our lovely guest for joining us today. We have learned a lot from you today. Again, thank you for your time. I hope you enjoy our talk. So everyone, that's all for today. Join us next week on "Meet the Author" Show. I'm your host, Hiro Mahdi. Good day everyone!

Picture 12. Appreciation

From the data above that showed the piece of conversation between two people, the host and the guest. After the guest telling her story, the host appreciate the guest by thank

her and told her that he learned a lot from her. Appreciation, is the expression that conveys admiration, compliments, or a sense of satisfaction. Kirana & Al Badri (2020). Moreover, regarding the explanation and the data that can represent the value of appreciation.

13. Friendliness/ communication

Friendliness/ communication is the attitudes and deeds serve as a source of inspiration, motivating, to create something advantageous for society and to comprehend and value the satisfaction of others.

Alma : I feel very interested to know more about it.

Hira : You should read it by yourself. The tale is very fun to read.

Alma : I will read it for sure. Thanks for sharing.

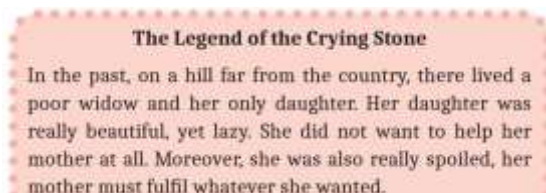
Hira : You are welcome, Alma.

Picture 13. Friendliness/ communication Value

As reported in from the data below, showed the conversation between two friends that talking about the tale. Hira gives the suggestion to Alma to read the tale and share her experience about the tale. Alma responded the suggestion with the warmth. Friendliness is a form of communication that expresses enjoyment in conversation, harmonious interaction, and collaborative efforts. Ramadhanti, et al (2018). Based on the theory and data, it proved that friendliness value is contained in this book.

14. Love and Peace

Love and Peace behaviors is that indicate enjoyment in engaging in conversation, interacting with people, and collaborating.



Picture 14. Love and Peace Value

Regarding the data above, it shown in the story that the mother really loves her daughter by fulfilling whatever her daughter asked. It indicates that the love and peace value is contained in the text of the book. Love and peace is the act of nurturing a sense of serenity in others, preventing conflicts, and building harmony. (Erviana, 2021). According to the data and the theory above, it can be concluded that this value is included in this textbook.

15. Reading Interest

Reading Interest is the attitudes, words, and behaviors that engender feelings of happiness and security in others while they are in his company.



Picture 15. Reading Interest Value

Based on the data above that present the reading activity, the student asked to read the story about The Legend of the Holy Stones. It represents the one of the moral value, Reading interest. By doing this activity, the students must read the story and then they will have the reading interest value. In education, educating the student with the reading skill. Based on the data collected, this value is contained in the textbook.

16. Environmental Awareness

Environmental Awareness is when the individual has developed a routine of dedicating time to engage in diverse and beneficial reading materials.



Picture 16. Environmental Awareness Value

Based on the date shown above, the environmental value is existed in this book. Proven by the text consist in the book that expound about the healthy environment should be a human right. This text not only talk describe about the environmental risk that can be dangerous for human, but also talk about how we can compromise planet by compromising the human right to health. In line with what explained by Purwanti (2017) Environmental awareness is a mentality and behavior that continually aims to prevent potential harm and endeavors to rectify any potential damage. The findings demonstrated the students' attitude towards environmental awareness and its moral value.

17. Social Awareness

Social Awareness is the attitudes and behaviors consistently aim to mitigate harm to the surrounding natural environment and promote initiatives to enhance ecological preservation. As the definition, that moral value can be found in this book as provided in the data below.

Najib : Don't worry, Tom. I will help you.
Tom : How? Tomorrow is the due date and I am still in the midst of my project.
Najib : Just come to my house. I'll help you. The Wi-Fi at our house is strong, too, so you can search for materials. First, show the Power Point that you have used. Second, I will read it and help you choose items that might not be necessary for your presentation so you may have fewer slides.
Tom : Oh, thank so much, Najib. You are my best friend as always.
Najib : No worries mate.

Picture 17. Social Awareness Value

The data above shown the conversation between two friends, Tom is in a difficult condition then his friend Najib willing to help him and give the solution. Najib attitude shown the moral value of social awareness, because he showed the empathy for others. Social Awareness is caring attitude towards other that is manifested by helping. Octaviani et al (2022) The findings aligned with the idea as Najib demonstrated empathy towards other.

18. Responsibility

Responsibility is the attitudes and movements have always aimed to aid individuals and communities in need.



Picture 18. Responsibility Value

The data above is telling about the story The Legend of N'daung Snake. The short story, there was a poor mother who lived with her two daughters. One day, mother got sick and she couldn't move from bed. The only cure is placed at the top of the mountain. When the youngest daughter tries to earn it, she met the big snake that has that cure needed by the daughter. The snake was angry because the girl stole the cure, after she tell the snake about her mother condition, the snake was melted. The snake let her to take the cure only

with one condition, the girl should return the cure back, she said yes and she returned it after she gave it to her mom. From that story, the girl keeps doing her responsibility even it was not what she wanted. Responsibility refers to an individual's attitude and behavior in fulfilling their tasks and promises. Juwita et al., (2019). Thus, the evidence aligned with the idea of responsibility as it demonstrated that the girl has a conscientious commitment to her promises.

CONCLUSION

Based the research that has been done by the researcher through analysis of text in an interactive book published by Intan Pariwara, the researcher concludes several contents in this study as contains Moral values According to The Ministry of National Education, eighteen moral values exist. Upon analyzing the ethical principles depicted in the government-endorsed English textbooks named "Bahasa Inggris Tingkat Lanjut," The textbooks covered eighteen values. The moral values contained in each unit are uneven. Not every unit has eighteen moral values based on The Ministry of National Education. The eighteen moral values are distributed unevenly across five units along with two concluding units. Based on the findings and analysis presented in the research, it appears that the researcher is attempting to convey certain suggestions: It was proposed that teachers demonstrate greater flexibility and awareness in using textbooks to inspire students to embrace positive values. Suggestions have been made for English textbook writers and publishers to create more relevant textbooks that align with students' values. Publishers have to utilize prudence and awareness while publishing any textbook. Based on research, the distribution of moral values in each unit should be spread evenly so that students can continue to remember and apply them in everyday life .

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