

ANALYZING THE MORAL VALUES FOUND IN “PATHWAY TO ENGLISH” TEXTBOOK

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Abstract

Moral values are an important aspect of students learning to make them a good individual. One of the ways to teach moral values is by reading narrative text. This study aimed to; (1) analyze the moral values contained in the narrative texts of the “Pathway to English” for grade 12 students, and (2) determining the most dominant moral value based on Michele Borba’s framework. This research employed qualitative content analysis steps suggested by Cohen, Manion, and Morrison (2007), and used a purposive sampling technique to select the two longest narrative texts: “*The Withes by Roald Dahl*” and “*Busy Raindrops*”. The selection of these text was based on the assumption that longer texts provide richer content, have longer narrative with more developed character, conflicts, and resolution, which are key elements in conveying moral lessons (Krippendorff, 2018; Neuendorf, 2017). The results of the analysis showed that of the seven Borba’s moral values in the text “*The Withes by Roald Dahl*”, was kindness, and in the text “*Busy Raindrops*”, the moral values found were fairness, respect, kindness, empathy, and self-control. Therefore, from these two texts, there were five types of moral values found: self-control, fairness, respect, kindness, and empathy. From these five types of moral values, kindness is the most dominant moral value with 50% occurrences, while the other moral values such as fairness, respect, self-control, and empathy have 12.5% occurrences for each of them. On the other side, the rest of moral values based on Borba’s framework, such as conscience, and tolerance were not found in the texts. These findings conclude that the moral values in the two narrative texts emphasize kindness. The texts promoting the importance of caring for others and treat them in a just way. However, the absence of certain moral values indicates the need for other texts or materials to supplement the balance of moral education.

Keywords: *content analysis, moral value, narrative text, textbook*

INTRODUCTION

English textbooks play an essential role in English as a Foreign Language (EFL) classrooms, serving as a primary source of learning for both teachers and students. Textbooks are used not only as a guide for delivering materials and exercises but also as a tool to support the teaching and learning process step by step (Cortazzi & Jin, 1999). In addition to teaching grammar, vocabulary, and cultural aspects, textbooks are also expected to convey certain values, including moral ones. As cultural products, textbooks often reflect the values, norms, and ideologies of the society in which they are produced. Lendo et al. (2023) emphasize that textbooks should be viewed not only as instructional tools but also as carriers of moral messages and values. Therefore, it is important that the teaching and learning process using textbooks does not only focus on intellectual knowledge but also helps students build good character and moral understanding.

Teachers play a crucial role in utilizing textbooks to teach moral values, helping students distinguish between right and wrong in human interactions. According to Borba (2001), there are seven core moral intelligences that need to be taught: empathy, conscience, self-control, respect, kindness, tolerance, and fairness. These values are essential for shaping students into not just knowledgeable individuals but also responsible and ethical members of society.

One effective method for teaching moral values in the English classroom is through narrative texts. Pardiyono (2007) and Anderson (1997) suggest that narrative texts often contain moral messages, particularly in the coda or reorientation part, which reflects on the events of the story and presents a lesson for the reader. This makes narrative texts a valuable tool for teachers in promoting character education through English learning.

However, despite the acknowledged importance of textbooks, not all teachers analyze them thoroughly before use. Many rely solely on textbooks provided by schools, focusing only on whether the content aligns with the curriculum, without paying attention to the moral messages embedded within (Luthfiannisa, 2022). This can be problematic, especially since moral lessons in narrative texts are often implicit and require deeper understanding.

Several studies have explored moral values in English textbooks. For example, Luthfianna (2022) analyzed moral values in three tenth-grade textbooks and found that "conscience" was the most dominant value. Another study by Sari et al. (2024) examined multicultural education values in junior high school textbooks and identified values such as tolerance, equality, and intercultural understanding. These studies highlight the relevance of moral analysis in textbooks used in Indonesian schools.

Nevertheless, there has been limited research specifically focusing on the moral values in the narrative texts of the *Pathway to English* textbook for twelfth-grade senior high school students. As textbooks are frequently updated to align with curriculum changes, ongoing analysis is necessary. Therefore, this study aims to fill that gap by analyzing the types and dominance of moral values in the narrative texts of the *Pathway to English* textbook based on Borba's framework.

The Role of Textbooks in Language Education

Textbooks serve as essential tools in the teaching and learning process, providing both teachers and students with structured knowledge and instructional guidance. Sofiah et al. (2024) define textbooks as structured compilations of concepts, laws, and facts tailored to the needs of learners within specific subjects. In the context of English as a foreign language (EFL) learning, textbooks offer vital content on grammar, vocabulary, language use, and communicative models. As Cunningsworth (1995) emphasizes, EFL textbooks not only guide teachers in delivering instruction but also serve as primary linguistic resources for learners.

Textbooks fulfill several pedagogical functions. Cunningsworth (in Akhmad et al., 2022) outlines that textbooks act as (1) sources of presentation material, (2) resources for practice and communicative interaction, (3) references for grammar and vocabulary, (4) syllabus guides, (5) tools for self-directed learning, and (6) supports for less experienced teachers. These roles position textbooks as multi-functional instruments that facilitate both content delivery and skill development.

In addition to academic content, textbooks are instrumental in fostering moral education. According to Borba (2001), textbooks can cultivate moral intelligence by embedding core values such as empathy, conscience, self-control, respect, kindness, tolerance, and fairness. As such, textbooks should be designed not only to transfer knowledge but also to promote ethical and character development in learners.

In this study, the selected textbook is *Pathway to English* for Grade 12, designed for Phase F learners in the Indonesian curriculum. The textbook aims to enhance students' communicative competence—spoken, written, and visual—in various contexts. It contains a range of texts (e.g., narrative, discussion, exposition) that support both linguistic development and exploration of social-cultural themes. It also integrates 21st-century competencies such as critical thinking, collaboration, and creativity, while aligning with the *Profil Pelajar Pancasila* framework, which emphasizes values-based character education.

Textbook Analysis in Educational Contexts

Analyzing textbooks is essential to ensure that instructional materials meet educational objectives and support effective teaching and learning. Cunningsworth (in Akhmad et al., 2022) argues that evaluating textbooks helps educators identify strengths and weaknesses prior to adoption. Similarly, Akbar (2012) describes textbook evaluation as the theoretical and empirical assessment of curriculum materials, considering teacher performance, learner outcomes, and content quality. Chang and Silalahi (2017) further highlight that textbook analysis aids in evaluating the effectiveness of teaching approaches and identifying gaps within the curriculum. By assessing textbooks, educators gain insights into how well the materials align with student needs, teaching goals, and educational standards.

Cunningsworth (in Akhmad et al., 2022) categorizes textbook evaluation into three types: (1) *pre-use* evaluation—prior to classroom implementation, (2) *in-use* evaluation—conducted during textbook usage, and (3) *post-use* evaluation—conducted after instructional use to assess the overall impact on learning outcomes.

These evaluation types help educators make informed decisions about material selection, instructional improvement, and curriculum alignment.

Moral Values in Education

Moral values are foundational elements of human behavior, guiding individuals in distinguishing between right and wrong and shaping ethical decision-making. Bertens (2004) explains that morality is uniquely human and plays a vital role in both personal conduct and societal norms. Wibawa (2013) defines moral values as normative references that guide individuals and communities in evaluating attitudes and actions.

Widodo (2017) emphasizes that moral values, as part of social norms, influence thinking, emotions, and behavior. They help individuals develop cognitive, emotional, and behavioral integrity aligned with accepted ethical standards. Bertens (2004) further categorizes the nature of moral values into four characteristics: (1) linked to responsibility, (2) rooted in sincerity, (3) imbued with a sense of obligation, and (4) interconnected with other values such as economic or aesthetic dimensions.

In the educational context, Borba (2001) introduces seven core virtues necessary for building moral intelligence in students: empathy, conscience, self-control, respect, kindness, tolerance, and fairness. For example, empathy—the ability to understand and respond to others' emotions—is foundational for fostering compassion and prosocial behavior in children. Borba argues that empathy can be cultivated through daily interaction, reinforcement, and age-appropriate explanations that help children relate to others.

Children with strong empathy, according to Borba, demonstrate behaviors such as recognizing emotional cues, comforting others, expressing joy for others' success, and reacting sensitively to injustice. These moral traits, when developed consistently, form the basis for ethical behavior and enhance students' social interaction and civic responsibility.

METHOD

This research employed a descriptive qualitative method with a content analysis approach to examine the moral values contained in narrative texts. As noted by Bogdan and Biklen (1998), descriptive qualitative research focuses on describing data from various sources, including texts and documents. In this study, the object of analysis was two narrative texts taken from the *Pathway to English* textbook for Grade 12 senior high school students.

The population of this study consisted of all narrative texts included in the textbook. From the total of seven narrative texts, two texts were selected as samples: *The Witches* by Roald Dahl and *Busy Raindrops*. These two texts were purposively selected based on their length and content richness, as longer texts tend to contain more developed characters, events, and moral dimensions (Krippendorff, 2018; Neuendorf, 2017). The sampling technique used was purposive sampling, as described by Patton (2002), which is suitable for selecting information-rich cases that align with the research objectives.

This qualitative research used the primary instrument for data collection and analysis (Ary et al., 2010). The research data were processed by identifying, categorizing, and interpreting the data using established theoretical frameworks. The study applied a directed content analysis, which involves using existing theories or prior research to guide the coding and categorization process (Hsieh & Shannon, 2005). In this case, Borba's (2001) framework of seven moral values—empathy, conscience, self-control, respect, kindness, tolerance, and fairness—was used to analyze the texts.

The analysis process followed four main steps adapted from Cohen et al. (2007):

1. Text Preparation: The two narrative texts were collected, rewritten into soft files, and prepared for analysis.
2. Unit of Analysis Definition: Sentences or paragraphs that reflected moral values were identified as the units of analysis.
3. Category Construction: Categories were based on Borba's classification of moral values.

4. Data Coding and Tabulation: Identified moral values were coded and entered into a table. Frequencies were calculated to determine the most dominant value across the texts.

By applying this technique, the study was able to determine not only the presence but also the dominance of specific moral values within the textbook's narrative texts.

FINDINGS AND DISCUSSION

This study analyzed two narrative texts, *Busy Raindrops* and *The Witches* by Roald Dahl, taken from the *Pathway to English* textbook for Grade 12 senior high school students. The purpose of the research was to identify the types of moral values contained in the texts and to determine which moral value appeared most frequently. The analysis was based on Borba's (2001) framework, which includes seven key moral values: empathy, conscience, self-control, respect, kindness, tolerance, and fairness.

Based on the findings, five types of moral values were identified in total: self-control, fairness, respect, kindness, and empathy. From eight total occurrences, kindness was the most dominant value, appearing in four instances or 50% of the total data. The remaining values—self-control, fairness, respect, and empathy—each occurred once, representing 12.5% respectively. There were no occurrences of conscience and tolerance in either of the texts.

The distribution of moral values also differed between the two texts. *Busy Raindrops* contained a more balanced representation, featuring five different moral values—each occurring once. In contrast, *The Witches* contained only one type of moral value: kindness, which occurred three times. This indicates that while both texts promote character education, *Busy Raindrops* presents a more varied moral message, whereas *The Witches* emphasizes a single dominant value.

The presence of kindness in both texts highlights the importance of caring for others, showing empathy, and providing comfort—values that are essential to social development and moral intelligence. Borba (2001) states that kindness is one of the most foundational virtues that helps children develop compassion and

positive relationships. The repeated emphasis on kindness, particularly in *The Witches*, shows the author's intention to reinforce the value of helping others and acting with empathy.

Other values such as self-control and fairness are no less important. In *Busy Raindrops*, self-control is illustrated through discipline and responsibility, while fairness is demonstrated through impartial judgment and appreciation of others' contributions. Respect is shown through acknowledging the hard work of other characters, and empathy is depicted through understanding the emotional or physical state of others.

Although the values found in the texts support the development of students' character, not all moral values in Borba's framework were represented. The absence of conscience and tolerance may indicate a limited scope in terms of moral education coverage. Additionally, when viewed in the context of the *Profil Pelajar Pancasila*, the values found in the texts partially align with the targeted character dimensions. Fairness supports critical thinking, kindness and empathy align with the spirit of gotong royong, and self-control reflects the element of akhlak mulia. However, the imbalance in moral value representation suggests a need for more comprehensive content selection to ensure a well-rounded character education through narrative texts.

CONCLUSION

The analysis of two narrative texts reveals the presence of five types of moral values based on Borba's framework: self-control, fairness, respect, kindness, and empathy. All five moral values were identified in the text "Busy Raindrops," while only kindness appeared in "The Witches by Dahl." This suggests that "Busy Raindrops" presents a broader range of moral values compared to the other text.

In terms of frequency, kindness is the most dominant moral value, appearing four times (50%) across both texts—three times in "The Witches by Dahl" and once in "Busy Raindrops." The remaining four moral values—respect, fairness, self-control, and empathy—each account for 12.5% and are exclusively found in "Busy Raindrops." These findings indicate that kindness is emphasized as the main moral

message, particularly in “The Witches by Dahl,” highlighting care, help, and concern for others’ well-being.

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