

The Role of Arts and Ethics in the 'Work in Progress' Grade X Textbook through Content Analysis

**Erika Grace Juliana Manurung¹ Yenni Erlita² Lia Lisyati³ Lovita Christiani Napitupulu⁴
Junus Situmorang⁵ Samantha Yohana Situmorang⁶**

Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Medan, Medan, Sumatera Utara, Indonesia^{1,2,3,4,5,6}

Email: rikamanurung593@gmail.com¹ yenierlitafbs@gmail.com² lialisyati@unimed.ac.id³
lovitanapitupulu@gmail.com⁴ junussitumorang7@gmail.com⁵
samanthasitumorang567@gmail.com⁶

Abstract

The portrayal and function of the arts and moral principles in the Grade X English textbook *Work in Progress* are examined in this study. The study looks at the text, pictures, and educational activities in the textbook to determine how these components are presented using a qualitative content analysis method. The results demonstrate how the arts are mirrored in narratives, visuals, and culturally rich resources that foster students' involvement and creativity. In the meantime, ethical principles like cooperation, respect, and accountability are ingrained in discussions, texts, and assignments, assisting students in making connections between what they are learning and actual circumstances. These components not only enhance the educational process but also aid in the growth of students' critical thinking and character. In general, the incorporation of ethics and the arts contributes significantly to the textbook's increased relevance, meaning, and interactivity for students.

Keywords: *Arts in Education, Ethical Values, Textbook Analysis, Content Analysis, English Learning*



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

INTRODUCTION

Particularly in language education, textbooks have a significant influence on how instruction is carried out. They are organized manuals that assist teachers and students in navigating classroom activities and learning objectives in addition to being sources of information. Textbooks serve as a syllabus, a source of language input, and a framework that promotes the development of language abilities, according to Richards (2001) and Cunningsworth (1995). The *Work in Progress* book, is intended to help the Kurikulum Merdeka's implementation in the Indonesian educational system by offering engaging, interactive, and multimodal learning opportunities. This textbook is especially intriguing because it incorporates not only language proficiency but also more general educational components like the arts and moral principles. Students are given the chance to interact with the content in more expressive and creative ways when the arts are incorporated through pictures, narratives, and artistic endeavors. Students are encouraged to consider attitudes, behaviors, and societal responsibility as ethical values are incorporated into texts and assignments. These components are crucial because education fosters creativity and character development in addition to knowledge acquisition.

Theoretically, the arts in education greatly enhance students' cognitive growth, creativity, and emotional expression (Eisner, 2002). They also boost student engagement and give learning greater significance (Bamford, 2006). In the meantime, ethics in education is essential

for directing students' moral growth and assisting them in making moral choices in their social lives (Nucci & Narvaez, 2008; Lickona, 1991). In order to determine how well a textbook supports holistic learning, it is crucial to look at how these two components are portrayed. The current study uses content analysis as its research approach to investigate this. By finding patterns, themes, and meanings, content analysis enables researchers to methodically and impartially analyze textual data (Krippendorff, 2018; Elo & Kyngäs, 2008). Using this method, the study examines the English for Nusantara Grade X textbook to see how ethical principles and the arts are portrayed and how they support the course material. Given this context, the study's primary questions are:

1. What artistic and moral ideals can be found in "Work in Progress"?
2. How do the arts and moral principles contribute to the textbook's educational content?

By addressing these issues, the study hopes to shed light on how ethics and the arts are incorporated into English language teaching resources and how they enhance students' educational experiences more comprehensively.

Literature Review

Language Education Textbooks

Textbooks constitute the foundation of classroom education, not merely collections of teachings. They aid with the organization of the curriculum, instructional strategies, and student engagement with the subject matter. According to Richards (2001), textbooks are an important tool for both educators and students since they offer crucial information, exercises, and organization. In a similar vein, Cunningsworth (1995) emphasizes that textbooks have several functions, including serving as a syllabus, a source of linguistic input, and a resource that students can use both within and outside of the classroom.

Content Analysis as a Method for Research

Researchers frequently utilize content analysis to look at textbooks in a methodical manner. This approach makes it possible to analyze written or visual resources in an organized and impartial manner. Content analysis is a method for finding patterns, meanings, and categories in texts, according to Krippendorff (2018). According to Elo and Kyngäs (2008), content analysis facilitates the organization of data into themes, which facilitates the interpretation of complex material. Content analysis is very helpful in this study since it allows the researcher to precisely pinpoint how ethical principles and the arts are presented in the textbook, as well as how often or significantly. This approach offers a straightforward and fact-based way to comprehend the material instead of depending on conjecture.

The Arts' Place in Education

Learning becomes more interesting and meaningful when it incorporates the arts. Images, storytelling, music, drama, and other artistic expressions are just a few of the various ways that the arts can be used in educational settings. According to Eisner (2002), the arts foster kids' creativity and emotional expression while simultaneously aiding in the development of their cognitive skills. Students are able to view and comprehend the world from various angles through artistic activities. Furthermore, Bamford (2006) highlights how incorporating the arts into the classroom can boost student enthusiasm and enhance academic results. Learning resources that incorporate creative elements are typically more relatable and participatory, which keeps students interested. Visuals and narratives, in particular, can enhance comprehension and motivate pupils to engage more fully in language learning. Within

textbooks, arts are often represented through illustrations, culturally rich texts, and creative tasks. Therefore, analyzing these elements is important to understand how the textbook supports not only language skills but also creativity and cultural awareness.

Ethics' Place in Education

Ethical values are just as important to education as the arts. The goal of ethics in education is to support students' moral growth, competent decision-making, and constructive interpersonal interactions. Nucci and Narvaez (2008) assert that moral education is crucial in molding students' conduct and directing them in social settings. Lickona (1991) goes on to say that character education include imparting virtues like accountability, respect, integrity, and empathy. These ideals are frequently included into educational resources like dialogues, stories, and classroom exercises that mimic real-world circumstances rather than being taught explicitly. In textbooks, ethical values can be seen in the way characters interact, the messages conveyed in reading passages, and the types of tasks students are asked to complete. By engaging with these materials, students are encouraged to connect what they learn in class with their real-life experiences, making learning more meaningful and relevant. Connecting Textbook Analysis, Ethics, and the Arts When these concepts are combined, it is evident that textbooks actively influence how students learn, think, and grow as people. While ethics offer direction for students' moral and social development, the arts help by making learning more imaginative and captivating. These components can be systematically explored using content analysis to comprehend how they are portrayed and operate within the course material. Examining the arts and ethical principles in the context of the Work In Progress Grade X textbook reveals how it fosters the growth of creativity and character in addition to language acquisition.

METHOD

This study employs a content analysis methodology and a qualitative research design. The reason content analysis is chosen is because approach enables the researcher to look throughout the material methodically and impartially, concentrating on finding themes, patterns, and meanings. Elo and Kyngäs (2008) highlight the value of content analysis in organizing complex information into distinct themes, while Krippendorff (2018) explains that it assists researchers in interpreting textual data by classifying it into meaningful units. Using this method, the study aims to comprehend how ethical values and the arts are portrayed and used in the course material rather than just describing the textbook.

Source of Data

The Grade X English textbook Work in Progress serves as the study's main source of data. This textbook serves as the primary subject of analysis since it incorporates more general educational components like creativity and character development in addition to supporting English language learning. Because they may include depictions of the arts and moral principles, all of the textbook's units, texts, pictures, and educational activities are regarded as data.

Method of Gathering Data

Document analysis was used to get the data for this investigation. To find passages that represent ethical and artistic qualities, the researcher thoroughly examines and evaluates the entire textbook. These components could consist of:

1. Visual components like pictures and illustrations

2. Reading conversations and texts
3. Activities and tasks for learning

After that, pertinent information is chosen, noted, and grouped according to how it relates to the arts and moral principles. The researcher can concentrate solely on the material that is relevant to addressing the study questions thanks to this procedure. Procedure for Data Analysis Qualitative content analysis is used to analyze the data in the following steps:

1. Acquaintance. To obtain a general grasp of the material, the researcher carefully studies the textbook.
2. Recognition and Coding. The textbook's sections that exemplify the arts and moral principles are recognized and coded. The data is arranged into useful categories with the aid of these codes.
3. Classification. The identified data are organized into categories pertaining to ethics (e.g., respect, responsibility, cooperation) and the arts (e.g., visual arts, narrative, cultural representation).
4. Interpretation. By examining how these components are presented and how they complement the learning material, the researcher analyzes the results.

This methodical approach guarantees that the analysis is methodical and supported by the data rather than conjecture.

Reliability of the Research

Throughout the investigation, the researcher uses meticulous and consistent analysis to guarantee the validity of the results. The legitimacy of the interpretation is further reinforced by the use of well-established ideas on textbooks, the arts, ethics, and content analysis. Furthermore, transparent methodologies and unambiguous classification contribute to the analysis's increased dependability and comprehensibility.

RESULTS AND DISCUSSION

Based on a content analysis of the Grade 10 English textbook currently under development, findings indicate that art and ethical values are systematically integrated throughout the learning materials, including texts, visuals, and classroom activities. First, the role of art is clearly reflected in several chapters, particularly in the second semester under the theme of Art. Artistic elements emerge through visual illustrations, storytelling, and creative tasks such as graffiti opinion writing, composing fragmented stories, and interpreting images. These elements encourage students to express ideas creatively and engage with multimodal texts. Furthermore, culturally rich content such as local stories (e.g., Malin Kundang) and visual representations support students' cultural awareness and imagination. This suggests that art functions not only as decoration but also as a pedagogical tool to enhance creativity, engagement, and interpretation skills.

Little Red Riding Hood (Traditional Version)

One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed.

"Remember not to talk to strangers!" Little Red Riding Hood's mother said.

On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.

"Where are you going little girl?" he asked with his biggest smile.

"To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her.



Picture 6.9 Red Riding Hood
(Traditional version)

B Let's Read

Read the following text and answer the questions based on the text.

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous free-kick. Ronaldo's free-kick speed is approximately 130 kilometers per hour.



Picture 1.7 CR 7 is showing his skill.

Source: Jan SMLGTS/CC-BY-SA 2.0 (2010)

jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around \$500 million and this makes him one of the richest athletes.

Adapted from: <https://youthmotivation4life.com/cristiano-ronaldo-biography/>

C Read and Discover

This time, focus on what is discussed in each paragraph. Match the topics about Cristiano Ronaldo below with the information from each paragraph in the text. Compare your answer with your friends' answer. Tell each other how you find the information in correct paragraph.

Information	Paragraph
Speed	
Success	
Jumps	
Goal Skills	
Training	

Now, write the things you learned about him.

What we learned about Cristiano Ronaldo:

Handwritten notes area with horizontal lines for writing.

Second, ethical values are implicitly embedded throughout the textbooks. Values such as cooperation, respect, responsibility, and empathy are presented through dialogue, readings, and group activities. For example, assignments requiring discussion, reflection, and collaborative work encourage social interaction and mutual respect among students. Furthermore, texts about athletes, health, and daily habits highlight values such as discipline, perseverance, and healthy living. These findings suggest that ethics is not taught explicitly as theory but is integrated into meaningful learning contexts, helping students connect the lessons to real-life situations. Furthermore, the integration of art and ethics contributes to a more interactive and relevant learning process. Students not only learn language skills but also develop critical thinking, creativity, and character development. The combination of visual, textual, and activity-based content supports a holistic learning experience aligned with the objectives of the Independent Curriculum. In conclusion, the results demonstrate that the textbook successfully incorporates arts and ethical values as essential components of learning. These elements play a significant role in enhancing student engagement, supporting creative expression, and fostering moral development, thereby enriching the overall quality of English language education.

Dicussion

Role of Arts and Ethics in this book is not limited to a single narrative such as Malin Kundang, but is consistently embedded across various chapters through visual and creative learning activities. The presence of images, multimodal texts, and tasks such as story writing, graffiti expression, and picture interpretation demonstrates that arts function as an essential instructional medium rather than mere decoration. These elements encourage students to actively construct meaning, enhance imagination, and engage with the material in a more interactive way. As supported by the textbook content, particularly in activities like the Malin Kundang visual sequencing task (pp. 131–132), students are guided to connect visual literacy with language production, showing that arts play a significant role in developing communicative competence and creative thinking. The integration of ethical values is also distributed throughout the textbook and not confined to moral stories alone. Ethics are embedded in various themes such as texts about athletes, health-related topics, and collaborative classroom activities, which promote values like discipline, responsibility, respect, and empathy. These values are implicitly conveyed through instructions, dialogues, and group work that require students to interact, share opinions, and respect others' perspectives. The moral lesson in Malin Kundang reinforces these findings, but the broader content of the textbook shows that ethics are contextualized in students' everyday experiences. This aligns with the design of the textbook under the Kurikulum Merdeka, where character building is integrated into language learning, making ethics a continuous and practical aspect of the learning process rather than a separate theoretical concept.

CONCLUSION

This study aimed to analyze the integration of arts and ethical values in the Grade X *“Work in Progress”* English textbook through qualitative content analysis. The findings indicate that both arts and ethics are consistently embedded throughout the textbook's content, including texts, visual elements, and learning activities. Arts are presented through illustrations, storytelling, and creative tasks, which function to enhance students' creativity, engagement, and interpretative skills. Meanwhile, ethical values such as cooperation, respect, responsibility, and empathy are implicitly integrated into dialogues, reading passages, and collaborative activities, supporting students' moral development in meaningful contexts. The study

highlights that the integration of arts and ethics contributes significantly to a more interactive and holistic learning experience. Students are not only exposed to language skills but are also encouraged to develop critical thinking, creativity, and positive character traits. This aligns with the objectives of the *Kurikulum Merdeka*, which emphasizes student-centered and character-based education. In conclusion, the “*Work in Progress*” textbook demonstrates a balanced incorporation of cognitive, creative, and moral dimensions of learning. Therefore, it can be considered an effective instructional material that supports both language acquisition and holistic student development. Future research is recommended to investigate how these elements are implemented in classroom practice and how they influence students’ learning outcomes.

BIBLIOGRAPHY

- Bamford, A. (2006). *The wow factor: Global research compendium on the impact of the arts in education*. Waxmann.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann.
- Eisner, E. W. (2002). *The arts and the creation of mind*. Yale University Press.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.
- Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Nucci, L. P., & Narvaez, D. (2008). *Handbook of moral and character education*. Routledge.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.