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EDUCATORS' PERSPECTIVE ON THE INNOVATION OF MORAL EDUCATION TEXTBOOKS FOR THE DEVELOPMENT OF FUTURE SOCIETY

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Abstract

Moral Education is a core subject in the education system in Malaysia. Textbooks are published when the new curriculum is implemented consistently from the Integrated Secondary School Curriculum (KBSM) era until now in Standard Based Curriculum for Secondary Schools (KSSM) era. In order to ensure a quality KSSM Moral Education learning and teaching process, the content of the textbook should have a positive impact. The study using a qualitative approach was used to refine some necessary improvement suggestions from the aspect of moral development theory, the aspect of 21st century learning and the aspect of higher order thinking skills (HOTS). Semi-structured interviews were conducted with eight Moral Education teachers who teach in national secondary schools. The findings of the study suggesting new strategy by introducing theory-based content using five moral development theories as a part of moral education content, three suggestions for improvement in the pedagogical aspect of 21st century learning and five suggestions for improvement in the evaluation aspect through higher order thinking skills (HOTS). This proposal offers a positive paradigm not only to the main elements of the curriculum, namely content elements, pedagogical elements and holistic assessment elements but generally to face the challenges in Moral Education for our future society.

Keywords: Moral Education, Innovation, HOTS, Textbook, 21st century learning

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Introduction

Textbooks are one of the main sources to support teaching and learning (A Soesilo & AP Munthe, 2020) ¹. Among the challenges faced in relation to the use of textbooks as the main source of learning and teaching are the problems of not reaching the desired standard of competence (You, Lee, & Craig, 2019) ². Therefore, Moral Education textbooks should have a standard level of competence that can help to achieve the objectives of the Moral Education curriculum and also fulfil the desire to produce human beings according to the pattern or development for the future society.

Problem Statement

The use of textbook is an important strategy in helping the learning and teaching process in classroom. Content-centred strategies can also directly help teachers and students in various ways. This is so because when teachers use textbooks as their main source of reference for teaching, these teachers will able to share the content of the lesson or learning standards in an easy and effective ways. From the perspective of student's learning experience, the textbooks which compiled together with standard curriculum content encourage them to learn independently or in groups without depending on the teacher's guidance outside as how these set of students manage to learn independently during the Covid-19 pandemic era.

In Malaysia, new textbooks will be published if there is a curriculum change or curriculum revision. This policy has become one of the main responsibly of the Malaysian Ministry of Education (MOE) for more than a half decade. Educational Technology and Resources Division's main task is devising a publication strategy in addition to ensuring the quality of textbooks is maintained accordingly.

Standard Based Curriculum for Secondary Schools (KSSM) and Revised Standard Based Curriculum for Primary Schools (KSSR) were the latest curriculum implemented in Malaysian education system since 2017. In this case, KSSM textbooks and KSSR (revised) textbooks began to be published and used in stages. The two main elements apart from the content elements that were given the main focus were 21st Century Learning (21st CL) elements and High Order Thinking Skills (HOTS). The concentration of these two elements portrayed the seriousness of the Malaysian Ministry of Education (MOE) in ensuring that pedagogy aspects and assessment aspects were given priority to ensure that students are competitive at the global level.

To ensure the quality of textbooks is guaranteed and meet the curriculum requirements, five proposals for innovation and creativity of textbooks have also been proposed by experts in the field of education. The five items are an additional guide for self-learning in each content standard, a stimulus section at the beginning of each new unit, QR-Code or electronic chip to obtain additional information, the provision of an accessible textbook portal and importance given for 2D or 3D graphics (Nazri, Norlida, Saedah & et al., 2013) ³.

In addition, five transformations of textbooks (evaluation aspects) have also been suggested by education experts before the process of producing and publishing these textbooks. Among the five textbook transformations for the proposed assessment aspects are ensuring diversity in the assessment level, giving emphasis to illustration and graphics as assessment tools,

exploration activities through websites, ensuring BDE codes (Band, Descriptor, Evidence) in empowering Classroom-based Assessment (PBD) and recommend modular training (Nazri, Saedah & et al., 2014)⁴.

The main goal of the Moral Education curriculum in Malaysia is to produce students with noble character and integrity. Indeed, it will have an impact on the formation of future society in facing future challenges. The Organization for Economic Co-operation and Development (OECD, 2018)⁵ has outlined future global challenges that should start from now, especially through an education system that is more focused. The global challenges outlined by the OECD include social, economic and rapid technological development aspects that must be faced together at the global level in 2030. However, in facing these challenges, the educational curriculum must prepare students to develop curiosity, respect and appreciating the ideas of others and also the willingness to face failure or rejection and move forward in the face of these difficulties. The delivery of knowledge, especially through Moral Education subjects, should be more sensitive in caring for the well-being of friends, family and the global community. Thus, knowledge, skills and values must move together hand in hand to face future challenges in shaping a complex and uncertain global future society.

This study focuses on the extent to which the content of Moral Education textbooks can help to prepare the students to face the global challenges of 2030. In addition, this study also suggest improvements that need to be implemented from the content aspect to ensure that Moral Education textbooks remain relevant in the future as the main source of learning.

Objectives & Research Questions

The objectives of this study are as follows;

1. Seeing the extent to which the content of the Moral Education textbook has been improved in applying the theory of moral development in the classroom.
2. Analyse the need to improve aspects of 21st century learning in the Moral Education textbook.
3. Seeing the extent to which the content of textbooks needs to be improved in order to further strengthen the Higher Order Thinking Skills (HOTS) elements.

This study has set three main objectives. In order to achieve these objectives, three research questions were formed for the purpose of this study.

1. What is the need to improve the content in this textbook in order to give space to teachers to apply the moral development theories?
2. What is the need to improve aspects of 21st century learning in this textbook?
3. To what extent is the need to improve the content of Moral Education textbooks to further strengthen the Higher Order Thinking Skills (HOTS) elements?

Literature Review

This research focuses on three main aspects, namely textbooks, Moral Education and educational innovation to create a future society that is sustainable from the aspect of values. The textbook

aspect includes three main elements which are textbook content, learning methods and current assessment aspects.

Several studies have been done to ensure the content of textbooks is relevant in the teaching and learning process. A research from Mohd Nazri et. al (2014)⁴ related to innovation and creativity in the design of secondary school textbooks have proposed five main elements by using the Interpretive Structural Modeling (ISM) approach. These five suggested elements can also be seen widely in the production of the KSSM Moral Education textbook. A study has also been carried out by Nadarajan (2021)⁶ entitled *Moral Dilemma Discussions Theater: A Transformative Approach To The Implementation Of The Curriculum Content Of Moral Education Textbook* has also specifically discussed aspects of pedagogy through learning methods that specifically focus on Moral Education. Third, in the aspect of evaluation and assessment, several studies have also been conducted to ensure that this aspect is relevant to the current situation. The study of Mohd Nazri et. al (2014)⁴ related to the transformation of the form of assessment and evaluation in textbooks has also given five suggestions that are technically necessary to help the assessment aspect in textbooks. It was found that these five recommendations have been used in the KSSM Moral Education textbook.

Some internationally conducted researches have also helped exclusively. For instance, *National Curriculum Alignment in Korean School Textbooks* has discussed the main challenges of textbooks in achieving the standard level of competence. Soesilo & Munthe (2020)¹ also suggested that as the main source of reference in the teaching process, challenges such as the appropriateness of content and time should be given attention. This study also suggests that in future studies it is necessary to focus on the development of textbooks that are more digital by including multimedia aspects that are connected to the internet.

As for the aspect of textbook innovation, the OECD report published in 2019 serves as a guide for this study. The OECD report entitled *The Future We Want: The Future of Education and Skills 2030* has outlined the main elements that should be focused on in preparing a future society that meets the needs in 2030. More than eight books and articles have been referred to in the methodological aspect of this research. Due to this research uses a qualitative approach, Bailey (2007)⁷ in the guide to qualitative field research has suggested a systematic qualitative study procedure. In addition, Creswell's book (2012)⁸ entitled *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* is also referred for the purpose of this qualitative study. Majid Konting's (2015)⁹ research has also been referred to in ensuring the instrument's validity. The data collected will also go through the data validation process as suggested by Othman Lebar (2006)¹⁰ in a book entitled *Qualitative Research: Introduction to theory and methods*. This study uses Nvivo 12 software to systematically analyse the data. Therefore, Lewins and Silver's (2007)¹¹ book entitled *Using Software in Qualitative Research: A Step-by-Step Guide* serves as a guide in analysing the data obtained.

As a conclusion, these literatures have directly helped this study which focuses on the content of Moral Education textbooks in preparing the students to face the global challenges of 2030 based on content aspects, pedagogical aspects and evaluation aspects.

Methodology

Qualitative approach is used for this study. A qualitative approach can produce a study that has comprehensive truth by exploring phenomena from various dimensions (Creswell, 2012)⁸ Data for qualitative studies can be obtained through interview protocols, observation and document analysis (Patton, 2002)¹². A semi-structured interview protocol is used in this study because it is a channel for the researcher to understand what is actually experienced and thought by them based on their experience in the field being studied. In other hand, qualitative research does not determine the number of research participants (Merriam, 2009)¹³ and the number chosen as a research participant for purposive sampling is always in a small quantity (Bailey, 2007)⁷. Thus, a total of eight Form 4 Moral Education teachers were selected using purposive sampling technique. Purposive sampling gives the researcher room to determine specific criteria to obtain rich data (Merriam, 2009)¹³. Among the criteria in the selection of research participants are from the aspect of teaching experience in Moral Education subjects for more than 5 years, having been exposed to KSSM upgrading courses, experience as a Moral Education module writer at the state level and marking experience in centralized examination papers. There are two limitations of the study. First, the participants of this study are Form 4 Moral Education teachers at the secondary school level. Second, the participants of this study were selected among Moral Education teachers in the state of Perak. The data of this study will be analysed using thematic analysis method based on the six steps recommended by Braun and Clarke (2006)¹⁴. The researcher also used NVivo version 12 software to help the data analysis process systematically (Lewins and Silver, 2007)¹¹. Three Moral Education experts and one language expert were chosen to verify the interview protocol. This instrument validity is important in ensuring that the instrument used can measure requirements for this study (Majid Konting, 2005)⁹. The data collected will also go through the data validation process from all eight study participants to confirm the accuracy, the truth of the information and study report (Othman Lebar, 2006)¹⁰.

Findings And Results

Part A –Demography of Research Participants

Based on the findings of the study, table 1 is related to the background information of the research participants. 75% of the research participants chosen were male teachers and 25% were female teachers. Research participants by race showed 50% of Malay teachers and 50% of Indian teachers. All research participants have experience of 5 years and above. One research participant has more than 15 years of experience teaching of Moral Education. 3 research participants have more than 10 years of teaching experience while the other 4 have teaching experience in the range of 5 to 9 years. All research participants had successfully attended the KSSM upgrading courses that was held nationwide since the implementation of the new curriculum. All 100% of the research participants are also among the examiners of centralized examination papers and have extensive experience in the field of assessment and evaluation. The research participants were also selected from secondary schools in the state of Perak. 75% of schools are located in urban areas in each selected district while 25 schools are located in rural areas. A total of 75% are from SMK and SMJK as much as 25%. The Moral Education students in these schools are made up of Chinese, Indians and *Orang Asli* (indigenous).

Table 1
Demographic Analysis of Research Participants

Demography Items	Frequency		
	Research Participants	Numbers	Percentage (%)
Gender	Male	6	75
	Female	2	25
Race	Malay	4	50
	Indian	4	50
ME Teaching experience	< 4 years	0	0
	5-9 years	4	50
	10-14 years	3	37.5
	>14 years	1	12.5
KSSM Upgrading Courses	Attended	8	100
	Not Attended	0	0
Marking Experience	Yes	8	100
	No	0	0
School Location	Urban	6	75
	Rural	2	25
Type of School	National Secondary School (SMK)	6	75
	National Type Secondary School (SMJK)	2	25

Part B – Theory-based content

The OECD 2030 Learning Framework has given priority to three aspects of competence namely knowledge, skills and values in ensuring the development of future education for all. If we look at the latest curriculum of Moral Education in Malaysia, primary school students are consistently exposed to 14 universal values for 6 years. When these students step into high school, teaching according to themes that include aspects of self, family, community, nationhood and global issues are revealed. In the knowledge sharing process, one thing that should be focused and given the priority is moral theory-based learning. Theories of moral development should be the main basis in the curriculum and not just be dominated by one moral theory alone. All eight research participants think that theories of moral development should be exposed at the upper secondary school level at the age of 16 and 17 years. The combination of moral theories, universal values and the themes of moral dilemmas can provide a solid foundation in ensuring that the process of moral reasoning, moral emotions and moral behaviour can be delivered optimally. Among the moral development theories that can be refined are Kohlberg's cognitive development theory, Rest's four moral components, Noddings' caring theory, Hoffman's moral empathy theory and Lickona's character theory. Table 2 shows some suggestions given by the eight research participants to ensure that moral theory, universal values and moral themes can be presented systematically and could facilitates the teaching and learning process of Moral Education.

Table 2
Research participants' respond on theory-based ME curriculum

Research Participants' Data	Themes
Moreover with the creativity of the teacher, it is certainly more interesting for the moral skill to master according to the three dimensions.	Creativity of the teacher to focus on moral theories in ME lessons.
The student's moral behaviour. Aaah... because we don't want students to learn theory through textbooks only. We want them to apply in their daily life.	Theory-based learning for lifelong value application in life.
We include theories that we think can help students to understand and also what increases moral value in themselves.	Moral awareness through theories based learning.
Students really need to know about the moral dimension because if they don't know ...it's like nothing. Learning morality is not only focusing on reasoning but they need application in life and express their feelings. My suggestion is that to put all the related moral theories with explanation in the textbook. There are a lot of them, right? So the QR code really helps a lot.	Theories explained briefly so the moral dimension could be focused consistently by utilizing QR Code maximumly.
In the additional info section, the elements of this moral theory should be exposed. Make it more relevant concepts. In future, the use of these theories will be connected with the values that has been taught in each moral dilemmas.	Information section must be focus on theory based information.
The theories can be added in the QR code so that the teacher can be prepared, the students can also be introduced to the theories.	Utilizing QR Code maximumly.
The textbook writers must be experienced and they also need to master these moral theories. If he understands about that, I think every sub topic we can insert relevant theories that give guidance to the teacher who teaches. Through that theory it will be a basis for him to reference what to convey in a certain sub topic. Theory is very important to me.	Theory-based learning explained briefly so the moral dimension could be focused consistently
In the textbook, it should explain the theory with relevant examples. To make it easy, QR code should be the tool to explain the theories and accurate way of teaching based on the theory.	Theories explained briefly so the moral dimension could be focused consistently by utilizing QR Code maximumly.

Several themes have emerged through the findings of the study for the first objective, which is to see how far the content of Moral Education textbooks can be improved in applying the theory of moral development in the classroom. The data analysed through interview questions produced three themes, namely teaching based on moral theory, utilising QR codes and elements of teachers' creativity in the process of delivering moral theory.

First, teaching based on moral theory should be applied in teaching the subject of Moral Education. The majority of four research participants (50%) agreed that teaching based on moral theory will help students apply the three moral dimensions holistically. This has the potential to create a deep awareness in the soul of students and the presentation of these theories must be appropriate and consistent. Among the examples shared, the additional info corner in existing textbooks only focuses on giving definitions and meanings to certain moral terms. These research

participants think that the additional info corner in each unit is used to introduce moral theories in a simple and easy-to-understand way for students.

Second, there are three research participants (37.5%) who think that QR Codes should be optimized in Moral Education textbooks. This QR codes should be used as a tool to provide information or basic knowledge about these moral theories by integrating the themes that are focused on and the universal values that are proposed. Finally, one study participant (12.5%) thought that the teacher's creativity in planning lessons will play a major role in the classroom. The formation of future society can be seen through the education or curriculum that is shared with students currently. The knowledge that gained by these students now must be relevant for their future use. However, it is not an easy task to predict an ideal knowledge or relevant skills in the next 10 years. But what is certain is that moral knowledge will build commendable character development that can be an asset for future society.

Therefore, Moral Education cannot be taught using a traditional approach. Although the content and curriculum of Moral Education changes with the need or the trend, an effective approach in character building should be taken into account. Figure 1 shows the adaptation of the moral dimension of KSSM according to the proposed moral development theories.

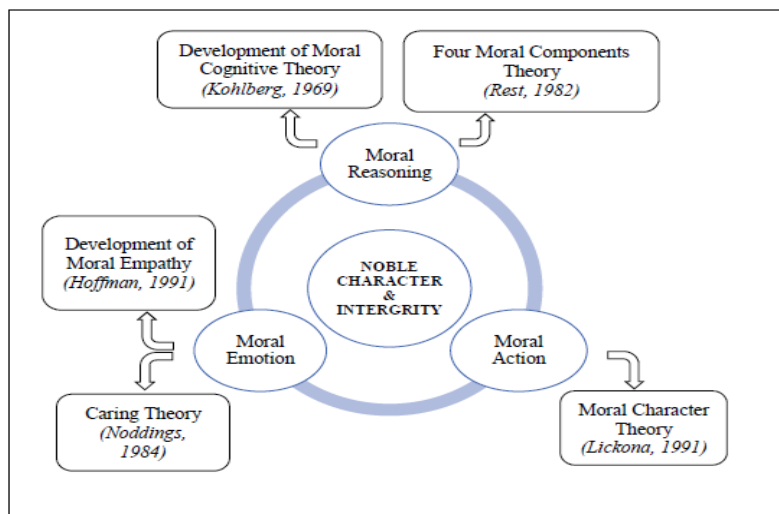


Figure 1. Theory-based moral curriculum

The teaching of Moral Education in Malaysia has gone through several evolutionary processes. We can see that value-based learning has changed to theme-focused learning. From the value exposure, we can see the change of 16 values and 64 sub values to 36 values under 7 main areas in 2003. And most recently since 2017, we can see primary school students learning 14 universal values and high school students being exposed to 18 universal values.

The changes are happening from time to time but one main thing that need to be emphasize is the effort to combine moral themes and universal values based on the development of moral theories. Learning Moral Education will be in a strong foundation when knowledge is delivered based on relevant moral theory.

Part C – Pedagogical Strategies

Research participants agreed that the Form 4 Moral Education text book focused on 21st century learning activities in most of the units. A total of eight research participants shared their view on the pedagogical strategies that could to improve aspects of 21st century learning in the teaching and learning process.

Table 2 shows the research participants respond to improve the pedagogical aspects in ME classes.

Table 2:

Research participants' respond to improve the pedagogical aspects in ME classes

Research Participants' Data	Themes
I hope that this textbook should first have a teacher's guide...maybe elements or related theories can be included that will have a greater impact on students.	Teacher's guide for clearer guidance on pedagogical aspects .
Improvements that can be added in terms of communication...now there is a lack of practical aspects to communicate.	Elements of 21st century learning (4C) to be highlighted specifically.
21 st CL activity or what reinforcement activity, I think it should be separated from text book with a module. For me it is better that a textbook with academic content and this reinforcement activity be released from the textbook	Pedagogical aspects should be more focused than the evaluation aspects.
This 21 st CL, if students can bring gadgets to school, I think it's more interesting.	Necessity of technology elements in classroom.
We don't have to focus on academics only. If there is community service like there is a folio for marks there is an additional 20 percent, even 15 percent is very helpful for students who are at the end of classes	Pedagogical aspects focused more on hands on activities than writing activities. Active learning.
Textbook writers must also know about all students, all students means he has many categories of students. Make a syllabus that is possible and easy for everyone.	The activities must cater all level of students in their learning process.
Follow our creativity to do community service for example, right? So we can take students out of class to pick up trash, help what the school needs	Focused more on hands on activities than writing activities.
The marking and scoring should not be too holistic... Prefer course work back for evaluation purpose.	Focused more on hands on activities than writing activities. Active learning.

A total of three research participants (37.5%) stated that pedagogical elements should be given special focus in the textbook so that it facilitates the teacher's delivery process. The Moral Education textbook that was analysed is indeed filled with various activities that can create active learning. However, the research participants think that some aspects should be given attention, especially the need for a comprehensive teacher's guide that can help teachers in their instructional process. Other than that, the content of Moral Education should be focused based on the moral dilemma related to the moral theme suggested in the curriculum document (DSKP) However, the

research participants think that the assessment aspect is given the main focus compared to the content in each unit. Next, two research participants (25%) suggested that hands-on activities are more effective and should be given attention so that the latest issues can be highlighted in the lesson content. In addition, one research participant (12.5%) suggested that the use of technology should be improved by giving flexibility to students using gadgets in the learning process. Another research participant (12.5%) thought that the balance of the 4C elements (communication, collaborative, creative and critical thinking) should be explained in the textbook clearly to make it easier for both, teachers and students. Finally, one research participant (12.5%) gave a suggestion that the moral dilemmas discussed based on the moral theme should be cater for all levels of students and not just focus on one level of students. This is to ensure that moral mastery based on the three moral dimensions can be mastered by all students comprehensively.

The effectiveness of a lesson depends on the student's achievement in mastering all the skills taught inside the classroom. Textbooks as the main source can be considered a key book to ensure effective and systematic pedagogy. Since priority is given to aspects of 21st century learning, some things need to be refined to ensure the maximum impact can be obtained. The activities in the textbook should focus on the quality aspect of an assignment instead of just focusing on the quantity. If we see there are many activities that require extra teaching aids or tools and long preparation timings to carry out a lesson. This is not productive and burdens teachers as curriculum implementers.

Therefore, among the recommendations of this study is that for each moral dilemma or leaning standards discussed, activity recommendations based on 21st century learning must give more choice to teachers to choose activities that are suitable for the level of their students and the size of their class. If there is only one activity is given, then teachers have no choice to carry out that activity even if it has less impact on their students. Second, hands-on and minds-on activities should be expanded so that teachers can continue to give assignments for each skill taught. This will help teachers' understanding and give them opportunities to apply in their daily lives. Finally, the 4C elements should be clearly explained. In this regard, teacher guidance plays an important role. Explanations for teacher instruction in the teacher's guide can give teachers the opportunity to understand each of these elements and they try to insert them in their teaching sessions. 21st century teaching can attract students to learn something new and it will minimize boredom during the Moral Education learning session.

Part D – Assessment & Evaluation

Higher Order Thinking Skills (HOTS) is a form of continuous assessment to ensure that teachers can monitor students' performance in the classroom all the time. Based on the analysis done to Form 4 Moral Education KSSM textbook, findings shows that it has a variety of HOTS activities in various sections in each units. However, some suggestions have been obtained to further strengthen HOTS elements. For the third research question, a total of eight research participants have given their suggestions based on their experience. Table 3 shows suggestions for improving HOTS elements in the textbook.

Table 3:

Research participants' respond to improvise HOTS elements in textbook

Research Participants' Data	Themes
HOTS course must be a compulsory exposure to all ME teachers.	HOTS course/workshop/training
Illustrations are good but the use of language is too high. Average and low level students, sometimes don't understand.	High level of language use/activities/questions
In terms of notes, it's okay. In terms of activities there are also things that I feel sometimes I find difficult...	High level of language use/activities/questions
Level should start with a low level for them to get knowledge but most of the questions, even the first question is high level.	High level of language use/activities/questions
Each earning standard must come with immediate activity. Not wait to complete all the learning standards in each units.	Topical based activities
We still need course work. That's an experience for students to do assignment and try to apply according to three dimension.	Coursework is a must for HOTS evaluation
If possible, change our exam one hundred percent for academic to allocate few marks for coursework.	Coursework is a must for HOTS evaluation
Inclusion of leaning links to get related videos for students. It will help the student to experience it.	Technology - Links as a tool for HOTS students.

Four themes have been produced based on the data that has been analysed. Three research participants (37.5%) think that the use of language, activities and questions should be simple so that all levels of students can apply their moral knowledge through their expression of moral feelings and moral actions. Two research participants (25%) suggested that in order to encourage all levels of students to think at a high level based on the three moral dimensions, course work should be part of a tool to measure the level of students' mastery in Moral Education. One research participant (12.5%) suggested that Moral Education teachers be given regular courses or trainings on HOTS exposure. It is to ensure that the quality of HOTS is constantly monitored and give teachers confidence in measuring the level of students consistently. Finally, one research participant (12.5%) suggested that moral dilemmas related to HOTS questions should be accompanied by a link or related video. Students will be more confident in responding to HOTS questions when they experience moral dilemmas that are seen rather than in verbal form.

ME subject evaluation is a combination of summative evaluation and classroom assessment. Student achievement can be tracked through summative assessments that will be held periodically. To see achievement over time, classroom assessment helps teachers to track whether their students are mastering the learning standards that have been taught. Teachers should use their skills and expertise in assessing professionally. In order to achieve this dream, the specific elements of HOTS should be refreshed from time to time through workshops or professional development courses. Teachers should master each level of mastery so that evaluation can be carried out fairly and transparently. The integrity of teachers in assessing their students, especially in classroom assessment, is very important in ensuring that exam-orientated learning can be eliminated.

Moral Education is a very subjective and exciting subject if the focus is given to moral theories, moral themes and moral values. This is because most of the issues and moral dilemmas discussed are close to the students' hearts. In order to ensure fun learning in this subject, the level of language use and the requirements of the activities should be presented in a form that is easy

for students to understand. This is because the goal of the Moral Education subject is to master the set moral skills and not the language aspect.

Third, formative assessment can also be practiced in textbooks. For example, when a learning standard has been taught, the textbook should present several activities related to that learning standard. This will help the students to perform better by applying the knowledge by expressing their feelings and applying the skills (learning standards). As a subject that focuses on reasoning, emotions and moral behaviour, course work should be a medium of measurement. This can also integrate elements of 21st century learning such as creativity, collaboration and students' critical thinking in addition to testing student achievement at higher levels such as evaluating and creating. The use of coursework also helps the entire learning process where teachers can implement community service learning, project-based learning and active learning as how it was proposed in ME curriculum documents (DSKP). Finally, the use of technology can also help teachers assess students effectively. Existing applications can also be used as additional reference sources, hence textbooks should come out with few suggestions of related links and applications. Students will be motivated and always strive to resolve conflicts in life and be able to contribute towards the harmony, stability of society and the country (Nadarajan Thambu, Aminah Abd. Rapor & Sukadari, 2021)⁶. As a results, it may attract students to continue to gain moral knowledge all the time.

Conclusion

Malaysia is a multi-racial country that strongly adheres to five Rukun Negara principles. Ethics and values are the main pillars in ensuring that racial unity is always maintained at all times. The introduction of the MADANI concept by the honourable 10th Prime Minister gives added value to the importance of Moral Education subject to the school students in Malaysia. The MADANI concept gives special emphasis to the moral aspect of respect, trust and compassion which is the key in developing the country through sustainability, prosperity and innovation.

In other hand, the OECD recommendations also emphasize specifically on skills, attitudes and values in preparing a future society that can withstand world challenges such as climate change, political uncertainty and economic challenges. As a result, Moral Education becomes a bridge to ensure the success of these two long-term plans whereby giving priority to values or moral in facing the challenges and development of the country.

In this case, textbooks as a reference source in the Malaysian education system should be able to transform and rejuvenate in terms of relevant content, up-to-date pedagogy approach and robustness of the combined assessment system. This reform should ensure that the goals of the curriculum can be achieved and help the National policies and policies holistically.

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