

# The Inculcation of Values in Teaching Proverb at Lower Secondary Level

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**Abstract.** This study represents an inculcation of the values in the teaching of the proverb in the junior high level. There are three main objectives in this study, which is to identify the types of idioms that are available in the Bahasa Melayu textbook of form one, two, and three, to explain the meaning of proverbs that are available in the Bahasa Melayu textbook of form one, two, and three, and to analyze the inculcation of noble values in idioms taught in the Bahasa Melayu textbook of form one, two, and three. This study used qualitative methods to discuss the findings of the study. Proverb that were taken from the Bahasa Melayu textbook of form one, two, and three are inserted into the studies instrument in the form of a checklist form, named as B1, B2, and B3, to divide this checklist in accordance with the objectives set. Studies finding obtained showed that only 75% of the proverb that is implementing the application of 17 KBSM's pure value. The findings of this study are expected to provide benefits to various parties in the future.

**Keyword:** Values, proverb, juniorhigh level, bahasa melayu.

## INTRODUCTION

Moral values need to be applied to students from primary school up to secondary school because those who are also teenagers tend to not to follow the National Education Philosophy. They are easily fed by technological advances and drown into the technology world.

The application of moral values through teaching of proverbs caused by the proverbs itself. According to Edward Djamaris in Abdullah Yusof, Alias Mohd Yatim and Mohd Ra'in Shaari (2009:112), proverbs can symbolize the character and nature of a nation. It is supported by R.O Winstedt who says that proverbs and expressions are born to help people understand their natural state and character.

Based on the purpose, teaching of proverbs should be emphasized on applying the noble values of the students, especially in early stages of secondary school. This is because, at the primary level, there are indeed lessons on proverbs, but at the very young age of the children, they will find it difficult to understand the meaning of the proverb. Thus, at the intermediate level is the most appropriate level to teach the proverb as well as apply this noble value.

The application of noble values should be done since childhood by their parents. Nowadays, the bustling era is limiting parents to spend their time with their children. Thus, the application of pure values in school is essential to prevent the children from violation.

In 1980, education policy has been changed. The goal of this change is to produce the balance of people in terms of intellectual, spiritual, emotional and physical based on the belief in God. This makes National Education Philosophy changes the old curriculum policy to the new; Primary School Integrated Curriculum (KBSR) and Secondary School Integrated Curriculum (KBSM).

Through the change of this policy, National Education Philosophy emphasizes the application of pure values in teaching through the subjects in the schools, including the Malay language which plays roles as national language of Malaysia.

This study focuses only on the aspects of the proverbs. Specifically, this study discusses the types of proverbs, parables, buns, proverbs, idioms and the words of wisdom contained in the form one, two, and three language text books of the Malay texts and the purpose of the listed proverb.

Moreover, this study also focuses on the application of 17 pure values set by the Ministry of Education in teaching of proverbs. Among the pure values, there are good-hearted,

self-respecting, prudent, respectful, compassionate, justice, freedom, courage, physical/mental hygiene, honesty, craft, work, simplicity, gratitude, rationality, social morale and citizenship spirit.

## OBJECTIVE

1. Identifying the type of proverbs that contains in Malay text books for form one, two, and three.
2. Explaining the meaning of proverbs that contains in Malay text books for form one, two, and three.
3. Analyzing the application of noble values in teaching of proverbs in the form of Bahasa Melayu text books for form one, two, and three.

## LITERATURE REVIEW

Noraslan Bin Norasim (2010) on the study entitled "*Tinjauan Nilai Murni KBSM dalam Novel Komsas Peringkat Menengah Rendah*" aimed at identifying themes used by the text writers to relate aspects of values of KBSM to lower secondary students. The study was also addressed to know the type of the values of KBSM purity carried out by the mediums that are detected based on the value desirability of the Development Curriculum Center, look at the aspects of the KBSM pure values highlighted and not highlighted in the study text from the frequency point and percentage comparison, and confirm whether the novel of "Kapten Hassan Wira Bangsa" is feasible or not to be used as a value vehicle to relate aspects of pure values of KBSM through literary teaching. The findings from this study prove that the novel of "Kapten Hassan Wira Bangsa" is eligible to be accepted and used as one of the text for literary teaching to relate the value aspects to lower secondary students.

The study of proverbs is carried out by Nurfarhana Binti Abdul Manan (2015) with the title "*Penggunaan Peribahasa dalam Penulisan Karangan Murid Menengah Atas di Sekolah Rendah Daerah Yan, Kedah*". The findings showed that there were only five types of proverbs found in 50 pupils, namely the types of idioms, parables, banners, proverbs and pastor tongues. Meanwhile, the type of proverb that could not be found is *perbilangan*. Based on the theory, the proverbial type of proverb is used more than other types of proverbs. The analysis showed that the number of proverbs used by the students were 199.

Besides, this type of proverb also shows that in terms of gender, women dominate with 118 proverbs than men (81 proverbs). Based on these differences, it shows that

women are more proficient in using proverbs when writing. In addition, the analysis also shows the inaccuracy of the use of proverbs, whether the idioms, the bids, the proverbs, the banners, the parables or the pastor's tongue in the essay writing is still significant especially in the proverbial type of proverb, which is about 60% of errors found. Meanwhile, other proverbs that students often do are idioms which is 30% and 10% in parables.

The study of lower secondary was conducted by Siti Azimah Binti Mohd Hanafi (2013) entitled "*Keberkesanan Kesantunan Berbahasa dalam Penulisan Karangan Dialog Murid Tingkatan Dua*". This study used a feedback form as an instrument that was distributed to 20 respondents. Based on the results of the data analysis, it shows that there is an increase in the percentage of respondents with scores ranging from 80 to 100. The different percentage between pre and post was 35%. Then, in environmental scores 60 to 79, there were 10% differences between pre and posttest which can be seen through pretest that recorded 55% compared with post test having a percentage of 45%. Meanwhile, respondent with scores of 40 to 59 have 15% compared to the posttest.

The pretest has a percentage of 35% and the post test gets 20%. Subsequently, the zero marking is up to 39 in the pretest recorded a percentage of 10%, while during post-test no percentage was recorded. Overall, it can be seen that the three objectives of this study have been achieved and the data have further strengthened the objective of the research conducted by the researchers.

## METHODOLOGY

### Research Design

The present study employed qualitative approach aimed at describing and explaining the application of noble values in teaching proverbs at lower secondary level. The proverbs, for the purpose of this study, were form one taken from KSSM textbook and form two and three taken from KBSM.

### Sample Study

The samples of this study were form one taken from Malay KSSM text book and form two and three taken from KBSM Bahasa Malaysia. The first book is KSSM text published in 2016 by *Dewan Bahasa dan Pustaka* written by Mardian Shah Bin Omar, Solehah Binti Mustafa and Beseknorlana Binti Remeng. The second book is KBSM Bahasa Malaysia published in 2015 by *Dewan Bahasa dan Pustaka*. This text book was written by Shamsul Yusli Bin Mohamad Yusop, Asiah Binti Abdul Rahman and Masri Bin Karjah. The third book is KBSM Bahasa Malaysia textbook written by Supiah Bin Mohamad Noor, Ali Bin Haji Mahmood and Azizul Rahman Bin Abdul Rahman which published in 2015 by *Dewan Bahasa dan Pustaka*.

Further more, the researchers have also used 17 pure values outlined by the Ministry of Education by looking at their application in the teaching of proverbs consisting of parables, proverbs, banners, idioms and words of wisdom. The selection of the samples is due to answering the three predetermined objectives.

### Research Instrument

*Borang 1* or form 1 (B1) is an instrument that will be used to collect all identifiable proverbs in the three text books. B1 can also be called checklist. The proverbs that has been collected in the form will be sorted based on the type of the proverbs. Form B1 will show in detail about these a ting of the proverbs in the text book of every given proverb. Form B1 will be divided into three parts according to the level of form one, two and three.

These cond instrument is a form known as "*Borang 2*" or B2. This form is a checklist as same as B1, but the difference is that B2 is a table arranged to list the meaning of each proverb that was listed in the B1. This is to ease the researchers in observing the smoothness of the purpose of proverbs in order to see the application of pure values in the proverbs in the findings of the study. Similar to B1, B2 will also be divided into three according to the level of form one, two and three.

Form three (B3) is an instrument used to re-list the proverbs from B2. This re-listing is in the form of its identification code only to facilitate further processing. Using B3, the process of setting 17 values and sub-values carried by all these noble values will be included in the proverbs on B1. The setting process is carried out by referring to the checklist of 17 pure values established for the purpose of this study. The checklist that contains the fundamental of values and sub-values that coincide with the value content is based on the outlined by the National Education Philosophy.

### Method of the Data Analysis

There searcher used qualitative method to analysis the data in this study. The researchers have prepared three forms referred to B1, B2 and B3. B1 is a checklist containing the proverbs collected from three Malay textbooks at lower secondary level. The purpose of B1 is to answer the first objective, which is to identify the types of proverbs found in form one, two and three form Bahasa Melayu textbooks. Mean while, B2 is to clarify the meaning of a given proverb which is the second objective of the study. Then, B3 is to answer the third objective, which is to analyze the application of pure values in the teaching of proverbs in the form one, two, and three form Bahasa Melayu textbooks.

The proverbs in B1 will be transferred to B2 for a proverb which corresponds to 17 KBSM values. Then noble values are good values, self-reliance, high pride, respect, love, justice, freedom, courage, physical/ mental hygiene, honesty, craft, co-operation, simplicity, rationality, social morale, and citizen ship spirit. All these values have its own sub-values. Therefore, each of the listed proverbs will be included in B3 which contains sub-values that is corresponding to their intent.

### Findings

Based on the data analysis, the researchers found that each objective presented at the beginning of the study was achieved successfully. Therefore, in this chapter, we will discuss the level of achievement of the research objectives obtained through the findings collected by the researchers. The following is a discussion of the results of this study about the application of noble values in teaching proverbs at lower secondary level. The teaching proverbs includes parables, proverbs, banner, idioms, and words of wisdom. While the 17 values of KBSM are kind heartedness, self-reliance, high pride, respect, love, justice, freedom, courage, physical/mental hygiene, honesty, craft, work, simplicity, gratitude, rationality, the spirit of society and the spirit of citizenship. The first objective of the study is to identify the types of proverbs found in form one, two, and three Malay textbooks. This study used qualitative method and the researchers employed a checklist known as Form 1 or B1. After analyzing the textbook for all three levels, the researchers found that the proverbial and idiomatic proverbs were most incorporated in to this text book as a teaching either as a side or a primary teaching compared to the proverbs, parables, and words of wisdom.

There were some parables found in all three textbooks. Infact, the parable in form two has the highest number that was 13 or 14.8% of the total number of 88 proverbs compared to the parable in form one which only 8 or 20%

from 41 proverbs. While the parable in the form of textbook is 10 or 15.8% of the total number of the proverbs in this textbook. The proverb is relating to Malay custom community that created to provide advice existed since long time ago. There were 14 proverbs found in form one textbook, 24 in form two and three text books. The percentage of the proverbs in the textbook is 27.3% with a total of 88. Meanwhile, the number of proverbs in form three texts is 63 (38.1%).

Banner is a kind of proverb that is used to advise or warn the recipients. The maximum number of banner in form two text books was 8 or 9% as compared to form one text book, only 5 or 12.2%. While the number in form three text books was only 3 pieces with a percentage of 4.8%. This was because banners were not widely exposed to the students. Most proverbial type banners were found to be titles for every topic in the form one textbook.

Many idioms were found in form two textbooks in which 40 idioms from 88 proverbs in the textbook makeup the highest percentage, which was 45.5%. Meanwhile, the idiom in form three textbooks was 24 or 38.1%. At least one was the number of idioms in form one textbook that was 13 or 31.7%.

The number of words of wisdom in all three text books was very small compared to other proverbs. The total number of words in the form text is 1 or 2%. On the other hand, the most number was in form two textbooks, which was 3 or 3.4%. This was different from the number in form three that was 2 or 3.2%. Based on the revision of the checklist, the researchers found that 95% of the first objective was achieved because there were some types of proverbs such as parables, proverbs, banners, idioms, and words of wisdom in a Malay textbooks form one, two, and three, and also as a written say and as a practice in a topic in the textbook.

The second objective was to explain the meaning of the proverbs found in the form one, two, and three Malay textbooks. The study of this second objective was analyzed using Form 2 or B2. The proverbs collected in B1 then were transferred to B2 to clarify the meaning of each listed proverbs to answer the third objective. Each of the listed proverbs was given the purpose by using a dictionary of proverbs and some reference books related to proverbs and within the textbook. After obtaining the meaning of the proverbs in B2, the researcher found that the objective of the study was achieved by 98% as all listed proverbs can be explained by the meaning of the proverb in the form of general and easy to interpret the meaning based on the form of the proverb itself.

To fulfill the third objective, that is to analyze the application of pure values in the teaching of the proverbs in form one, two, and three Bahasa Melayu textbooks, the researchers utilized form 3 or B3. The pure value used was based on 17 pure values set for the Integrated High School Curriculum (KBSM); kind, self-reliant, high pride, respect, love, justice, freedom, courage, physical / mental hygiene, honesty, craft, work, simplicity, gratitude, rationality, social spirit and citizenship spirit.

Based on the analysis, the researcher found that only 42 proverbs were appropriate to the pure values of KBSM and between 17 pure values, only 10 pure values were applied in this proverb, kind heartedness, self-reliance, high pride, respect, compassion, courage, craft, cooperation, rationality, and social spirit.

Therefore, the researchers found that the third objective was achieved by 87% because 149 proverbs were listed. However, only 42 idioms were applied purely values and 10 pure values were dominant in this application. Therefore, the researchers assumed that not all the proverbs included in the

textbook were applied as pure values to students but rather as basic knowledge and to be taught to students only.

The application of pure values in teaching proverbs found in textbooks at the lower secondary level was still on going but the application applies only through some of the proverbs. This was because the application of pure values does not only depend on the teaching proverbs, but also there this application implied in the teaching of essays, summary and literary teaching.

## SIGNIFICANCE OF RESEARCH

The study of the application of pure values in the teaching of the lower secondary education has its own significance which can contribute to some parties involved such as teachers and students. Through this study, it can be seen that the students are able to know proverb that has been taught, the meaning of the positive proverb, and the noble values found in the proverb. Through this proverb, students can also assess the effect of the proverb if it is practiced in every day life. Students are also will be able to master the texts contained in the Malay textbooks at the lower secondary level easily as researcher have listed at three levels.

This study also helps teachers in the teaching process where teachers will be easy to master all proverbs contained in Malay textbooks at lower secondary levels in a short period of time. This is because the researchers have listed all proverbs contained in the three textbooks. In addition, teachers can also see the importance of teaching the lesson to be taught. For example, teachers who want to apply pure values of love can refer to this proverb.

## CONCLUSIONS

In short, it can be concluded that the application of noble values in teaching proverbs is one of the most important things to create a generation with a noble character and a balanced in terms of bodily, emotional, spiritual, intellectual, and social.

Therefore, the teaching proverbs should be emphasized in teaching. If it is possible, teaching proverbs should be acquired to be a subject that must be mastered by the school so that besides being able to produce the excellent generation as desired by the National Education Philosophy, this subject will also help to safeguard the form of the proverb in its original form. Thus, the generation in the future will have no confusion to understand proverbs suffered by the influence of mass media that makes it a reference to entertain heart rather than being taught.

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