

The Representation of Peace Values in the Indonesian ELT Textbook Entitled “English for Nusantara” for the Seventh Grade

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Abstract

Peace values are one of the universal values that are important to be taught in education. ELT textbooks are one of the effective media to transfer them. However, there were still some ELT textbooks published in Indonesia and abroad that had not covered a balanced representation of peace values in them. In addition, the ELT textbooks analyzed mostly still used *13* Curriculum even though currently in Indonesia it had changed to the Emancipated Curriculum. Previous research also mostly examined what types of peace values were represented in ELT textbooks without specifying them. Therefore, this research was conducted to refine previous research and also analyzed what peace values were represented in one of ELT textbooks based on the Emancipated Curriculum by precipitating more crucial types of peace values based on Turnip & Yanto's (2021) explanation. Furthermore, Content Analysis by Ary et al. (2013) was chosen as the analysis method in examining the representation of peace values through visual materials. After that, this research found that peace values were represented equally, namely 4 visual materials in all three types. This was a form of implication that peace values had been well covered in ELT textbooks and could be used as a learning media that could guide students to be peaceful for themselves, society, and the environment.

Keywords: Content Analysis; Indonesian ELT Textbook; Peace Values

Introduction

In the globalization era, the value of peace is crucial to be included into education. It needs to be done because various negative actions such as bullying, brawls, murder, suicide, and other forms of violence are rampant among students. Even worse, elementary school students often commit these criminal acts. Ravianto (2023) pointed out that the fatal bullying case committed by elementary school students in one of the cities in Indonesia was one example of the many cases of criminality that occurred in the educational environment.

This violent case used to be rare, but nowadays it is something familiar to everyone. This must be addressed immediately because it can have a negative influence on the mindset of the younger generation. It was supported by Galtung & Fischer (2013) where the absence of violence in the form of prejudice, conflict, and other forms was a real manifestation of peace. In other words, peace can only emerge when all forms of negativity are eliminated.

In conveying these peace values, education plays an important role as the best medium for transferring them. According to UNESCO (1994), education must include a peace culture controlled by the ideals of peace, human rights, democracy, and tolerance. This was in line with Turnip & Yanto's (2021) argument that there were at least three kinds of peace values, namely inner peace (building positive self-concept), social peace (tolerance of differences), and peace with nature (caring for the environment). All three are closely related to the development of character education, better known as the *Pancasila* Students' Profile. It is implemented directly in textbooks based on the Emancipated Curriculum. It is a new curriculum that has been adopted almost entirely at every level of education in accordance with the direction of the Ministry of Education and Culture in Indonesia.

Although the government has facilitated the delivery of character education with textbooks, in reality, in the teaching and learning process, teachers play a major role in determining students' success in building character. In this case, teachers have an important responsibility as facilitators who are given the freedom to modify and adapt learning materials to engage students' critical awareness during the teaching and learning process (Turnip & Yanto, 2021). However, teachers are still required to be able to cover the *Pancasila* Student Profile in every material taught. According to (Gebregeorgis, 2017), textbooks serve as a vehicle to convey universal values other than knowledge. It confirms that textbooks have the potential to promote peace values by covering various aspects such as language, appearance or presentation, and illustrations. It was evidenced by the existence of several studies that examined these aspects which indirectly showed the importance of peace values to be conveyed to students.

Based on the qualitative research on the representation of peace values in textbooks conducted by Bentrovato & Nissanka (2018), the textbooks provided by the Sri Lankan Ministry of Education contain knowledge about peace education such as teachings to foster kindness, mutual understanding, and

respect for opposing viewpoints. Another study conducted by Bashir et al. (2020) used a qualitative design based on the Concept Mapping Framework (CMF) and Dimensional Description Framework (DDF) and found that the education curriculum implemented in Pakistan has addressed the importance of peace education, but in reality, it was still not included in the textbooks. In addition, Saba et al. (2021) revealed through qualitative content analysis that the content of textbooks used by every educational institution in the Khyber Pakhtunkhwa region had represented three types of peace concepts based on Balasooriya's explanation. In Indonesian context, the textbook analysis of peace values using Critical Discourse Analysis (CDA) was conducted by (Turnip & Yanto, 2021). According to their research, inner peace (building positive self-concept), social peace (tolerance of differences), and peace with nature (caring for the environment) were the three main sources of peace values represented in the ELT textbook based on *13 Curriculum*. Another research discussed by Arif et al. (2022), showed that there was an imbalance in the representation of peace values where social peace was more dominant in the ELT textbook that was implemented in *13 Curriculum*.

By looking at previous research studies, it was very clear that peace values were something that was important to be covered properly in ELT textbooks to foster love of peace in students. Similar to the research conducted by Turnip & Yanto (2021), this research analyzed three representatives of peace values including inner peace (building positive self-concept), social peace (tolerance of differences), and peace with nature (caring for the environment) but in different research objects. Besides, the most important thing that was similar between this research with the previous one was that this research only focused on finding out what types of peace values were represented in the ELT textbook. However, the research design used was also the same, namely qualitative research design based on Discourse Analysis (DA). Besides, previous research used more ELT textbooks based on *13 Curriculum* while this research applied one of the ELT textbooks entitled "English for Nusantara" for seventh-grade of junior high school based on the Emancipated Curriculum. This research was intended as reference material, direction, and also information for future researchers, textbook authors, and English teachers in knowing more about the representation of peace values in the ELT textbook which later when implemented can help improve students' character building.

Method

Research Design

The research design that was used to analyze this problem was Discourse Analysis (DA). Discourse analysis was a research design that aimed to describe real human experiences through text and the context of how those human experiences were represented, connected, exchanged, and organized as a discourse (Halliday, 2006). In addition, Graham (2011) stated that DA was a form of discourse analysis that focused on power relations in society that were expressed through language and practice. Thus, it was clear that DA had a close relationship between language use and its application in the community. This research chose to apply DA as the research design because it offered a comprehensive and systematic approach to analyzing language in its social context.

Research Context

This research was conducted in the context of learning in Indonesia, where English was not considered as the first or the second language but it is a foreign language. The researcher chose an ELT textbook entitled "English for Nusantara" used by the seventh-grade of Junior High School as material for analysis. The Indonesian Ministry of Education and Culture published it in 2022, with Ika Lestari Damayanti serving as the main author and aided by several co-authors. This textbook had 253 pages long and was organized into 5 chapters, each with three sub-chapters. There are several reasons underlying the researchers' decision to choose this textbook. First, this textbook was published based on the Emancipated Curriculum which was currently almost fully applied throughout Indonesia. Second, it became a major attraction for anybody who read it by carrying out the teaching purpose of *Pancasila* Students' Profile and the principles of peace. Third, research on peace values in the ELT textbook entitled "English for Nusantara" used by the seventh-grade of Junior High School had rarely been done.

Data Collection Method

The document analysis approach was appropriate for obtaining data because the data for this research were collected from curriculum documents (visual materials on the representation of peace values in the ELT textbook). According to Bowen (2009), document analysis was a systematic process suitable for reading and assessing the content of documents. In this research, the researchers used several steps to collect the data adapted from Widodo (2018). First, the researchers decided to choose a textbook that suited this research needs. Second, the researchers selected visual materials from each chapter that corresponded to the

elements (peace values). Third, the researchers collected data from the textbooks according to the selected visual materials and put them into a table. Fourth, the researchers reviewed the collected data to ensure the suitability of the data. Finally, the researchers analyzed the data using content analysis by Ary et al. (2013).

Data Analysis Method

This research used the content analysis method, which was a type of analysis to determine phenomena by studying certain documents. This type of analysis was very commonly used to analyze the meaning or characteristics of the reflected material, which consisted of visual or verbal documents (Ary et al., 2013). This research focused on analyzing the representation of peace values in the visual materials represented in the ELT textbook "English for Nusantara" for grade seven. According to Ary et al. (2013), there were three main steps in conducting the data analysis process in qualitative research. These three steps were applied in this research including organizing and familiarizing, coding and reducing, and interpreting and representing.

Findings

This research focused on Peace Values (PV) represented in an ELT textbook titled "English for Nusantara" for the seventh-grade of junior high school based on the Emancipated Curriculum. The research data were collected through the documentary method by identifying visual materials presented in the textbook which had met the criteria based on three types of peace values by Turnip & Yanto (2021). After that, the visual materials that had been identified were categorized and coded into three types of peace values, including inner peace about building positive self-concept (PV_I), social peace about tolerance for differences (PV_S), and peace with nature about caring for the environment (PV_N).

Furthermore, content analysis by Ary et al. (2013) was used as a tool to analyze visual materials that had been organized into three types of peace values based on Turnip & Yanto's (2021) theory, namely inner peace, social peace, and peace with nature. After reviewing the visual materials in the ELT textbook, there were 12 visual materials that were relevant to the representation of peace values. Each type of peace value consisted of four equal data. Visual materials that contained elements of peace values in the ELT textbook had covered all three types. In this study, the research results were divided into three parts, namely the visual representation of peace values that described inner peace, social peace, and peace with nature.

The Visual Representation of Peace Values in ELT Textbook

Visual materials presented in textbooks were generally images, photographs, and tree diagrams as a form of non-verbal representation of educational activities (Widodo, 2018). These visual materials were used to illustrate important messages of peace values that were intentionally ignored by teachers and students. Visual materials included in ELT textbooks would direct students in understanding and applying the three types of peace values namely inner peace, social peace, and peace with nature in their social lives. The purpose of analyzing the peace values represented in ELT textbooks was to facilitate students and teachers in acquiring in-depth knowledge and building behaviors that reflected peace values. The twelve visual materials were examined to determine what type of peace values were portrayed in the ELT textbook. Each visual material was coded based on its type, namely VM-PV_I depicting inner peace, VM-PV_S depicting social peace, and VM-PV_N depicting peace with nature.

Inner Peace

This section discussed the existence of inner peace in the visual materials in the analyzed textbook. There were four visual materials that illustrated inner peace. The values of peace were conveyed through visual materials in the form of images and comic strips. For more details, the discussion of each chapter that represented inner peace in visual materials could be seen in the table of occurrence results in the textbook below (see Table 4.1).

Table 4.1: The Occurrences of Visual Materials Representing Inner Peace for Grade VII of Junior High School Students from the ELT Textbook "English for Nusantara"

Unit	Theme	Visual Materials	Description	Location	Peace Values
1	About Me	VM-PV _I 1	An image of a disabled student practicing basketball.	p. 45	Responding positively to existing weaknesses.

2	Culinary and Me	VM-PV ₁ 2	An image of a boy cooking in the kitchen.	p. 83	Making the most of existing strengths in building a positive self-concept.
5	This is My School	VM-PV ₁ 3	A set of images showing some of the students' extracurricular activities at school including English club, basketball, Science club, painting, martial arts, Scouts, singing, and dancing.	p. 220	Developing self-potential through positive activities.
5	This is My School	VM-PV ₁ 4	An image of a student leading a class discussion.	p. 229	Developing a sense of leadership as a form of recognizing one's potential.

VM-PV_i: Visual Materials depicting the Inner Peace of Peace Values

To begin with, the representation of inner peace in visual materials was shown in Chapter 1 on page 45 with the theme “About Me”. It was further explained in the following text.



Figure 4.2.1.1. VM-PV₁ 1: Exploring the Potential behind weaknesses

VM-PV₁ 1 was an image of a student in a wheelchair (physical disability) practicing basketball. This image depicted PV about inner peace, and took part in the building of positive self-concept. This was because the student had physical disability but did not make it a big problem to explore his potential. This was an action taken by the student as a form of sincerity in accepting the weaknesses that existed in him so that it would easily create a sense of peace in facing every problem that existed. According to Chérif et al. (2022), inner peace was created when a person was able to think positively behind all the problems that existed. This was in line with the first dimension of the *Pancasila* Students' Profile that students must foster a sense of compassion, care, respect, and self-respect in fostering inner peace (Kemendikbud, 2022). Therefore, through this image, the authors wanted to motivate students to respect both the weaknesses and strengths that existed within themselves.

To continue the data analysis, I found visual material in Chapter 2 on page 83 with the theme "Culinary and Me". It was presented in the following image.



Figure 4.2.1.2. VM-PV₁ 2: Developing personal strengths in building positive self-concept

VM-PV₁ 2 was an image depicting a boy cooking in the kitchen. This image implied inner peace in peace values related to building positive self-concept. Commonly, cooking was done by most people with the aim to help develop themselves, increase creativity, increase patience, calm the heart, relieve stress, and make happy (Fukumoto et al., 2020). Indirectly, it showed that cooking was an activity that could create inner peace as well as an effort in developing self-potential. Kemendikbud (2022) noted that in the Emancipated Curriculum, students were given the freedom to do positive activities as a form of self-development to become a better person every day. Thus, the authors of this textbook wanted to motivate students to develop all the potential they had in order to get to know who they were.

To continue the data on inner peace, I found it in Chapter 5 on page 220, under the theme “This is My School”. The details of the image were depicted below.



Figure 4.2.1.3. *VM-PV₁ 3: Developing self-potential through extracurricular activities*

VM-PV₁ 3 was an image depicting some of the extracurricular activities in the school including, English club, basketball, Science club, painting, martial arts, Scouts, singing, and dancing. This image illustrated PV related to inner peace because it was one of the efforts in developing self-potential. According to Salsabila et al. (2023), extracurricular activities were a place to develop students' talents and interests outside of class hours. It meant that these activities had been designed to stimulate students so that they knew early the potential they had. Students' freedom in learning at school, one of which was taking an active role in extracurricular activities. This was in line with the practice of the Emancipated Curriculum where they had the right to determine and the teacher directs. It would be easily realized because it was in accordance with their wishes so that teachers only needed to facilitate so that they could easily explore their potential (Kemendikbud, 2022). In this way, this visual material would involve aspects of building positive self-concept, so that they understood more about themselves, both the strengths and weaknesses they had.

Data related to the representation of inner peace in the form of other visual materials were also found in Chapter 5 on page 229 with the theme “This is My School”. The image was presented below.



Figure 4.2.1.4. VM-PV₁ 4: Recognizing self-potential through leadership training

VM-PV₁ 4 was an image depicting three students where one of them led a discussion about sports activities. This depiction was categorized into one type of PV, namely inner peace, regarding how leadership training could introduce students to their potential. It was because the image represented that self-potential did not appear by itself but through training, one of which was leadership training in discussion. It needed to be honed as early as possible so that students knew the extent of their ability to convey and ask opinions well (Liljenberg & Wrethander, 2023). This was related to the personal moral element in the first dimension of the *Pancasila* Students' Profile that leadership training in discussion indirectly played an important role in bringing out students' hidden abilities. Through this visual material, it was hoped that it could foster curiosity and a great willingness for students to be more courageous in expressing their strengths.

Social Peace

This section presented the existence of social peace in visual materials in the textbook analyzed. There were four visual materials that depicted social peace. The social peace was conveyed through visual materials, including images and comic strips. For more information, the discussion of each chapter that represented social peace in visual materials could be found in the table of occurrence results in the textbook below (see Table 4.2).

Table 4.2: The Occurrences of Visual Materials Representing Social Peace for Grade VII of Junior High School Students from the ELT Textbook "English for Nusantara"

Unit	Theme	Visual Materials	Description	Location	Peace Values
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1	About Me	VM-PV _s 1	An image showing two students shaking hands and introducing themselves to each other. They have different skin tones.	p. 23	Tolerance of differences, especially in skin tone.
1	About Me	VM-PV _s 2	An image featuring eight teenagers who have different skin tones and ways of dressing.	p. 43	Respecting differences as well as the choices of others.
1	About Me	VM-PV _s 3	An image showing a family lunch where one of the members is physically disabled and confined to a wheelchair.	p. 64	Respecting the weaknesses of others.
4	My School Activities	VM-PV _s 4	An image featuring five teenagers wearing traditional clothing from several regions in Indonesia.	p. 166	Tolerance of differences in cultural diversity.

VM-PV_s: Visual Materials depicting the Social Peace of Peace Values

To begin with, the representation of social peace was visually displayed in Chapter 1 on page 23 under the theme “About Me”. It was described in the comic strip below.

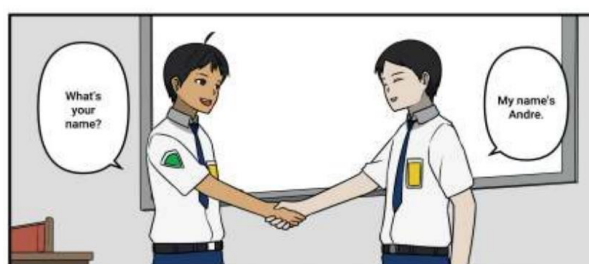


Figure 4.2.2.1. VM-PV_s 1: Two students introducing themselves to each other

VM-PV_s 1 was a comic strip that depicted the interaction between two students who still introduced themselves to each other even though they had different skintone. This comic strip was categorized as social peace because the differences that existed between them did not damage the friendship but instead strengthened the sense of tolerance. Cuadrado et al. (2021) stated that tolerance grew in a difference to measure the extent to which a person was at peace with their social environment. The attitude of tolerance shown by the two students sometimes contradicted what was happening in the Indonesian education today where students with black (dark) skin tended to be excluded and even became victims of bullying by their friends. This happened because they still adhered to stereotypes where white (bright) skin was the benchmark for one's beauty (Khoirunnisa, 2018). Therefore, to erode these stereotypes, the Emancipated Curriculum emphasized that *Pancasila* students must prioritize equality and humanity over differences and respected the differences that existed with others (Kemendikbud, 2022). In conclusion, the textbook authors presented this comic strip so that students could learn that differences should not be a reason for them to be hostile, but rather as a foundation for them to apply tolerance.

Data related to the representation of social peace in the form of other visual materials were also found in Chapter 1 on page 43 with the theme "About Me". The image was presented below.

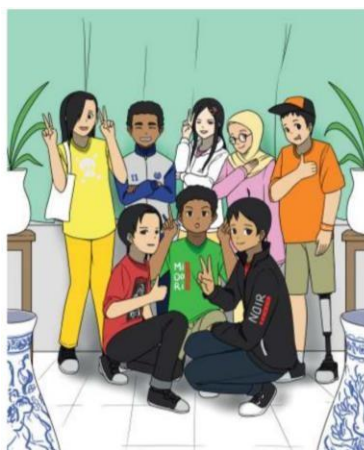


Figure 4.2.2.2. VM-PV_s 2: *Respecting differences within communities*

VM-PV_s 2 was an image depicting a get-together by eight teenagers. This depiction represented social peace in PV which related to respecting differences because it represented differences such as different genders, beliefs, skin tone, hair color and shape, and different body shapes in the community. In the image, there were men and women who signified equal rights and opportunities to join society,

also known as gender equality (Ariyanto, 2018). The depiction of a woman wearing hijab implied personal preferences that might be influenced by belief or religious factors (Azis et al., 2022). In addition, the difference in skin tone, hair color and shape, and different body shapes showed that the visual material indirectly represented the diversity of ethnicity, race, culture, and religion in Indonesia (Handayani et al., 2021). From here, the value of tolerance emerged within the framework of interpersonal interactions, exposure to diverse social situations, the necessity to establish relationships with others, and the capacity to see and model others (Nikolayev et al., 2016). It was also explained in the *Pancasila* Students' Profile that students must have a high sense of tolerance to avoid exclusive and extreme religious understanding and beliefs, so that they rejected prejudice, discrimination, intolerance, and violence against fellow human beings due to differences in race, belief, and religion (Kemendikbud, 2022). Therefore, through this image, the authors wanted to train students' sense of tolerance so that they could interact and live peacefully in the social environment in various communities by respecting differences.

To continue the data analysis, I found the representation of social peace in Chapter 1 on page 64, under the theme "About Me". The detail of the image was depicted below.



Figure 4.2.2.3. VM-PV_s 3: Respecting the weaknesses of one family member

VM-PVS 3 was a comic strip depicting a family lunch consisting of a father, a mother, and two daughters. This comic strip represented the value of tolerance in the sense that the family members tolerated the differences between them, such as they respected each other even though they interacted harmoniously with one of the daughters with disabilities in the family. In addition, this comic strip showed empathy and upheld equality because they did not differentiate what was given to normal people and people with disabilities, which in this context was related to the place and menu of dishes served (Tanyel & Kiralp, 2021). It implied the existence of PV especially in the social peace type, precisely promoting and

defending human rights by respecting differences within a group. It was supported by Kemendikbud (2022) that *Pancasila* students should always empathize, care, be generous and compassionate to others, especially those who were weak or oppressed. Therefore, through the comic strip, the authors could invite students to respect differences in a group, be more empathetic, and prioritize humanity in society.

Visually, the following data were found in the form of the image in Chapter 4 on page 166 with the theme "My School Activities". The image was presented below.



Figure 4.2.2.4. VM-PV_s 4: Unity amidst cultural diversity

VM-PV_s 4 was an image depicting five students wearing different traditional clothes. This depiction represented social peace in PV which was related to tolerance of differences. In this image, they showed happy faces because they were aware that traditional clothing was one of Indonesia's cultural treasures that must be preserved (Yanuar, 2023). In other words, cultural diversity showed that Indonesia was a large and diverse nation but still prioritized unity and tolerance (Handayani et al., 2021). From here, students learnt to be able to position themselves well and not worry about existing differences. Thus, they were able to interact comfortably because they accepted and respected each other's differences. This was in line with the *Pancasila* Students' Profile where students must live in harmony, respect freedom, and remain united amidst their cultural diversity (Kemendikbud, 2022). Therefore, through this image, the authors wanted to train students' unity and tolerance so they could interact harmoniously among different communities.

Peace with Nature

This section discussed the existence of peace with nature in visual materials in the textbook analyzed. There were four visual materials that depicted peace with nature. The peace with nature was conveyed through visual materials, including images and comic strips. For more detail, the discussion of each chapter that represented peace with nature in visual materials could be found in the table of occurrence results in the textbook below (see Table 4.3).

Table 4.3: The Occurrences of Visual Materials Representing Peace with Nature for Grade VII of Junior High School Students from the ELT Textbook “English for Nusantara”

Unit	Theme	Visual Materials	Description	Location	Peace Values
1	About Me	VM-PV _N 1	An image showing a man cycling in a green environment.	ap. 42	Individual actions to minimize air pollution through cycling.
3	Home Sweet Home	VM-PV _N 3	An image of separation of bins for organic and non-organic waste.	thep. 131	An effort aimed to improve the environment quality.
3	Home Sweet Home	VM-PV _N 4	An image of a pencil case made from plastic bottle waste.	p. 140	Act of recycling reusable things that are no longer needed.

5	This is MyVM-PV _N 6 School	An image of fourp. 235 students doing some activities in the school garden where one of them is watering the plants.	Role of individuals in social action aimed to improve the environment quality.
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VM-PV_S: Visual Materials depicting the Peace with Nature of Peace Values

To analyze the data on peace with nature, it was displayed visually in Chapter 1 on page 42, which takes the theme "About Me". It was presented in detail through the image below.



Figure 4.2.3.1. VM-PV_N 1: Individual action to save the environment

VM-PVN 1 was an image depicting a man cycling in a clean and green environment. This depiction represented peace with nature in PV regarding an active role in caring for the environment. It was because this man played an active role in caring for the environment for better change, so the small movements he made could have a big impact on environmental health. Indirectly, cycling activities could improve air quality because it minimized emissions from motorized vehicles (Kurnianingtyas, 2020). In the Emancipated Curriculum, it was emphasized that education about environmental issues in schools was very important to encourage students to be aware of the surrounding environment, be braver in taking action, and behave responsibly towards the environment (Kemendikbud, 2022). Therefore, the authors used this image to inspire students to play an active role in protecting the environment, even though it started with the smallest possible action.

To continue the data on peace with nature, I found it in Chapter 3 on page 131, under the theme "Home Sweet Home". The detail of the image was depicted below.



Figure 4.2.3.2. VM-PV_N 2: The wise way to manage waste

VM-PV_N 2 was an image of a waste bin that separated organic and non-organic waste. This depiction represented peace with nature which addressed environmental care actions regarding waste issues which were of local and global concern because residents adopted positive behavior by classifying and managing waste into new products that were beneficial for the environment. Unfortunately, In Indonesia, the total national waste production in 2023 was 65.71% (13.9 million tons) manageable while the remaining 34.29% (7.2 million tons) was not well managed (Kemenko PMK, 2023). It indicated that many Indonesians were still unaware of the importance of separating and recycling waste. Therefore, the education on environmental issues in schools was very important to encourage students to be aware of their environment, have more courage to take action, and behave responsibly towards the environment (Arif, 2022). It was the same as what was taught in the *Pancasila* Student Profile that students were required to always be reflective, think about and build awareness about the consequences or impacts of their behavior on the natural environment. Thus, the authors presented the image above so that students were inspired to play an active role in overcoming waste problems through efforts to separate and recycle them to preserve and maintain environmental sustainability.

Another image was discovered in Chapter 3 on page 140, under the theme “My School Activities”. It was depicted below.



Figure 4.2.3.3. VM-PV_N3: An effort in recycling waste

VM-PV_N 3 was an image of a pencil case made from plastic bottle waste. This image reflected peace with nature regarding students' actions in recycling reusable plastic bottle waste because it showed students' active participation in reducing waste by producing reusable items such as pencil cases. Although it was a simple action, this lifestyle would have a good impact on the

environment on a small scale and even on a global scale such as climate change. Environmental theorists saw that actions that were considered small could actually make a big contribution to the sustainability of the environment (Ramadani, 2023). This was in line with one of the elements in the first dimension of the *Pancasila* Students' Profile that concern for the environment was not only evidenced by caring for plants but also balancing with efforts to reduce through the recycling process (Kemendikbud, 2022). In conclusion, the authors of the textbook wanted to motivate students to actively participate in efforts to save the environment starting with making small changes.

Finally, I found visual material that represented peace with nature in Chapter 5 on page 235 with the theme "This is My School" which was shown in the following image.



Figure 4.2.3.4. VM-PV_N 4: Individual action to protect and maintain the environment

VM-PV_N 4 was an image depicting the activities of four students in the school garden where one of them was watering the plants. This depiction contained a type of peace with nature in PV which was related to the individual's role in environmental care actions aimed at improving the quality of the environment. This was in line with the argument of Susilowati et al. (2020) that students who were aware of environmental issues were more likely to intend to take action, which would lead to the development of environmental awareness. The Emancipated Curriculum also explained that *Pancasila* students had the responsibility to protect nature as God's creation so that it remained suitable for use by all living creatures now and in future generations (Kemendikbud, 2022). Therefore, it was hoped that students could take the initiative to play an active role and build their awareness of environmental problems.

Discussion

Based on the results of the analysis above, it could be seen that this research had similarity with several previous studies where the three values of peace were represented in the ELT textbook. The three values of peace were in accordance with Turnip and Yanto's (2021) explanation, namely inner peace (building positive self-concept), social peace (tolerance of differences), and peace with nature (caring for the environment) which had covered the main aspects of life. Then, this textbook also contributed to developing and implementing one of the important values in the character education of the Indonesian nation which was fully supported by the Ministry of Education and Culture. Furthermore, peace values were found in visual materials in the form of images and comic strips in the textbook were balanced, each appearing 4 times, for a total of 12 times, but still in a minimal amount. Therefore, the researchers hope that these three values of peace can be raised more to guide students in forming a better person and avoiding various negative actions.

Conclusion

This research examined the values of peace represented in the ELT textbook based on the Emancipated Curriculum entitled "English for Nusantara" for the seventh grade of junior high school published by the Ministry of Education, Research and Technology. In this curriculum, peace values were reflected in the first dimension of *Pancasila* Students' Profile which represents three elements, namely personal morals, morals towards humans, and morals towards nature. Similarly, the journal article written by Turnip and Yanto (2021) explained that peace values were divided into three, namely inner peace (building positive self-concept), social peace (tolerance of differences), and peace with nature (caring for the environment). These three types of peace values had been represented equally in this ELT textbook, namely 4 visual data each for a total of 12 visual data. It showed that the authors hope that students can balance their feelings of care and love of peace towards themselves, the social environment, and the natural environment. In addition, each type of peace value presented in this textbook was represented through various contextual topics including mental and spiritual strengthening, application of a healthy lifestyle, tolerance for differences in society, implementing social action,

and environmental issues. All topics that represented peace values were problems that occurred around students and were expected to provide provisions for them to become a wise young generation in making decisions by considering the benefits obtained for themselves, society, and the environment.

Furthermore, regarding the findings of this research, the selected textbook's authors are advised to present the three types of peace values in more visual materials so that students get more examples that can be applied in their lives. Then, English teachers should take a more proactive role in teaching peace values, integrating the experiences mostly occurred by students in the real world with *Pancasila* Student' Profile. In addition, this research applied content analysis by Ary et al. (2013) as a data analysis tool besides many other analysis methods in qualitative research. Therefore, to enrich the research variants on the same issue, it is suggested that future researchers can conduct similar research with different alternative frameworks. Besides, future researchers are advised to use other textbooks that are still relevant and applied in educational institutions. It is important to do so that what is written by future researchers can be a comparison of whether peace values have been represented well or not so that future textbook authors can perfect and improve it.

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