

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The results of the analysis and discussion of the study would be included in this chapter. The subject of the research study is the 2013 curriculum-based EFL textbook "Think Globally Act Locally" Grade IX revised edition 2018 published by the ministry of education and culture of Indonesia. The analysis of this study focused on the peace values represented in target book both in visual and textual content. Based on the results of the research, textual content is represented in the form of text, dialog, and song lyrics while visual content represented in the form of images and images equipped with dialog.

There are three types of sources of peace values, such as inner peace, social peace and peace with nature analyzed in this EFL textbook which also reflect some of the character values mentioned by the Ministry of National Education. As explained earlier, textbooks have an important role and significantly influence students' knowledge and perceptions of themselves and others, and more critical in the process of language acculturation.

The organization of the findings is presented in this chapter through several sequences. First, the results of book analyses are presented based on the order of the three source peace value. Second, the discussion is presented to discuss and summarize the research findings and draw conclusions from this study.

A. Bahasa Inggris "Think Globally Act Locally" Grade IX

The book is titled *Bahasa Inggris "Think Globally Act Locally" Grade IX* revised edition 2018, written by Siti Wachidah, Asep Gunawan, and Diyantari based on the 2013 curriculum and published by the Balitbang curriculum and book keeping centre, Kemendikbud. It consists of 11 chapters and 218 pages

Table 4.1 List Chapter of EFL Textbook "Think Globally Act Locally" Grade IX

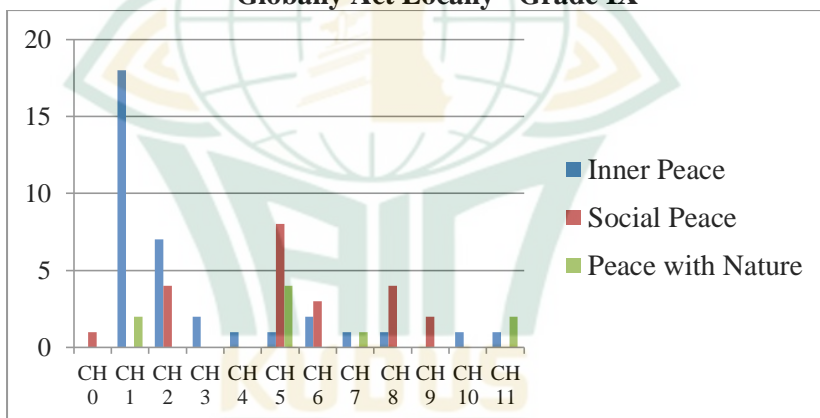
Chapter	Topic
I	Congratulation!
II	Let's live a healthy life!
III	Be healthy, be happy
IV	This is how you do it!
V	Everybody is always in the middle of something
VI	We have been to an orphan home. We

	went there last sunday
VII	Sangkuriang
VIII	They are made in Indonesia
IX	What is it?
X	Come on and visit us!
XI	You can always come back home

B. Peace Value Found in EFL textbook “Think Global Act Locally” Grade IX

The research data shows that all of the sources of peace values are represented in the target book. These three peace values are inner peace, social peace, and pece with nature. The result of the study presented in the chart 4.1, The summary of results obtained from the content analysis are presented in Table 4.2.

Chart 4.1 Types of Peace Values in EFL Textbook "Think Globally Act Locally" Grade IX



1. Inner Peace

The target book contains 35 contents (53%) of inner peace value which can be found in the target book through 25 textual contents and 10 visual contents. There are 4 ideas related to inner peace presented in the target book, they are Harmony and peace with oneself, good health, feeling happiness, and appreciation of achievement.

2. Social Peace

The target book contains 22 contents (33%) of social peace value which can be found in the target book through 6 textual contents and 16 visual contents. There are 5 ideas related to

social peace presented in the target book, they are harmony arising with human relationship, tolerance, democratic, peace loving, and social care

3. Peace with Nature

9 contents (14%) of peace with nature value were found in target book through 3 textual contents and 6 visual contents. The peace with nature value found in the target book covers harmony with natural enviromental and enviromental care.

Table 4.2 Three source peace values found in an EFL Textbook “Think Globally Act Locally” Grade IX

No	Kind of peace	Chapter											Frequency	Percentage	
		0	1	2	3	4	5	6	7	8	9	10			11
	Inner Peace	-	18	7	2	1	1	2	1	1	-	1	1	35	53%
	Social Peace	1	-	4	-	-	8	3	-	4	2	-	-	22	33%
	Peace with Nature	-	2	-	-	-	4	-	1	-	-	-	2	9	14%
Total														100%	

Based on the table above, it can be seen that there is an imbalances in the representation of peace values in the target book. Inner peace dominates 53% in the target book and becomes the most represented value in the target book. While peace with nature is shown as 14% and becomes the underrepresented value in the target book

C. Representing Peace value in The EFL textbook “Think Globally Act Locally” Grade IX

1. Inner Peace

To build peace towards oneself, the EFL textbook "Think Globally Act Locally" Grade IX contains some content aimed at building inner peace. There are several ideas that present the value of inner peace: 10 contents related to idea of harmony and peace with oneself, 10 contents of good health, 2 contents of feeling happiness, and 13 contents of appreciation of

achievements. First, the author builds harmony and peace with oneself in Chapter 1, page 4.



Figure 4.1 shows that there are three students involved in the conversation in the picture. The conversation takes place in the classroom between Siti and Udin, who congratulate Lina on her victory in the story telling competition. In the conversation, Lina said **"Yes, it's my dream. And I have practiced every day for the last two months with my dad"**. Lina indirectly shows harmony and peace towards herself by respecting and appreciating herself. Self-respect is understanding that you deserve the same love, consideration and opportunities as everyone else.¹ The sentence spoken by Lina can be interpreted as a sense of pride in herself because Lina has been trying to practice for two months and deserves to receive the victory to achieve this dream. When someone has self-respect, they have accepted themselves and believe they deserve to be part of the

¹ Sandra S. Casabianca and Kaitlin Vogel. "How to Regain Your Self-Respect and Why it Matters." *PsychCentral*, March. 21, 2020. <https://psychcentral.com/blog/how-to-improve-self-respect#:~:text=what%20is%20self%2Drespect%3F,I%20feel%20fulfilled%20and%20confident>

world, besides that, if someone has and accepts themselves, it can have a good effect on psychological health.² Therefore, it is clear that the picture is included in inner peace through how she appreciated her own hard work and he was proud of himself for realizing his dream.

Philosophically, there are two focuses of the definition of self-respect, one is focusing on one's dignity and respecting oneself as a human being, and the other is focusing on one's character and enjoying a good attitude towards oneself.³ Self-respect is having a sense of self-worth and relating to oneself as a person.⁴ A person who respects himself or herself is likely to recognize the same moral status and rights in others. As a result, giving appreciation and recognition to others will strengthen the self-respect of the giver.⁵ Thus, the self-respect content presented in the target book through the situation of how if a person appreciates himself for the hard work he has done, it will produce good results and increase his own sense of self-worth. Therefore one will avoid inner conflict within oneself.

The next content is "**My Journal**" an exercise at the end of the chapter that contains questions to ask yourself, namely 1). **I have just learned to**, 2). **the activities I like most were**, 3). **the activities I found most difficult were**, 4). **what I need to do better is/are**. There are 9 "My Jurnal" as a journal reflection contents in the book on pages 16, 32, 52, 78, 105, 144, 164, 202, 208. It asks students to answer some of the questions above to make students understand themselves which includes passion, talent, ability, and strength, and vice versa students will also realize their shortcomings and weakness.

After understanding the all in themselves, students will be motivated to develop all sides of themselves to be even better. In addition, understanding oneself is one way to fulfill children's spiritual needs, provide an experience of inner peace, be able to resolve conflicts, psychological problems and find inner peace.⁶

² Sandra S. Casabianca and Kaitlin Vogel. "How to Regain Your Self-Respect and Why it Matters."

³ Brigid Pike, "Respect and Self-Respect in Everyd ay Life: A Survey of Theoretical and Methodological Approaches with Special Reference to Illegal Drug Users as an Example of a Socially-Excluded Group" (Dissertation, University College, Dublin, 2004), 12-13, <https://www.drugsandalcohol.ie/12378/>

⁴ Brigid Pike, "Respect and Self-Respect in Everyday Life.." 2004, 14.

⁵ Brigid Pike, "Respect and Self-Respect in Everyday Lif:." 2004, 16

⁶ A. S. Balasooriya. *Learning the Way of Peace..*, 2001, 60

In relation to this idea, Cicilia⁷ also found this in her subject through the content of creating the application letter. According to her, in this task, in addition of understanding the text structure in the application letter, students can also understand and know their own values such as talents, abilities, strengths, and weakness. Building this positive concep also helps students of resolve their inner conflicts. Therefore, the content of "My Journal" is included in the value of inner peace which represents the idea of harmony and peace to oneself.

Some contents above are called harmony with oneself where a person is able to understand himself, both his strengths and weaknesses. This is called self-understanding, which is an understanding that leads to inner growth by looking inward and observing, investigating, and examining the conditions and processes that determine our behavior. This understanding will develop the self, build self-integration, improve the child's personality, reduce the child's sense of selfishness, help the child to grow emotionally because the more the child understands his emotions, the more the child develops mentally.⁸ Self-understanding must be mastered by children because most inner conflicts are caused by a lack of understanding of oneself.⁹ Therefore, it can be seen that the target book represented inner peace by providing self-understanding content which shows an understanding of one's own strengths and weaknesses. The awareness of this understanding will make a great strength for students to do better and improve their shortcomings.

The next content related to good health. The first content of this idea is a situation sentence found on page 8,

Text 4.1. Hiking

"Edo's father has given him permission to go hiking. Beni is happy for him and expresses his hope that he will have a safe trip."

According to the Oxford Learners Pocket Dictionary, hiking is [going for a] long walk in the country.¹⁰ Hiking is done

⁷ Cicilia M. Turnip and Elih S. Yanto, "Representation of Peace Value in Indonesian ELT Textbook ...", 2021, 335-336

⁸ A. S. Balasooriya. *Learning the Way of Peace...*, 2001, 154-155

⁹ A. S. Balasooriya. *Learning the Way of Peace...*, 2001, 108

¹⁰ Victoria Bull. *Oxford Learner's Pocket Dictionary*. 4th ed. (New York: Oxford University Press 2008), 209

to get back to nature and clear the mind, hiking is beneficial for health including lowering the risk of heart disease, increasing body fitness, improving mental health, burning lots of calories, and improving thinking skills.¹¹ According to Denise,¹² hiking is an activity that encourages physical activity through direct contact with nature. It has many benefits on physical, mental, and emotional health such as weight loss, blood pressure, depression, stress levels, and improves overall health. Thus hiking needs to be done for leisure, to maintain a healthy body balance, or even to relieve stress and refresh the mind from daily activities. With this we can achieve inner peace through hiking.



Figure 4.2. Achieving good health through running

Besides hiking, running is also represented in the book on page 11 where there are two students wearing school sports uniforms. They are seen talking after running as their bodies are sweating on their faces, necks and hands. Running has many health benefits both physically and mentally. Running can reduce weight, improve heart health, strengthen muscles and bones, reduce the risk of cancer, prevent chronic diseases,

¹¹ Rizal Fadli. "Mengenal Beda Olahraga Hiking dan Trekking serta Manfaatnya." *Halodoc*, November. 09, 2022. <https://www.halodoc.com/artikel/mengenal-beda-olahraga-hiking-dan-trekking-serta-manfaatnya>

¹² Denise Mitten et al, "Hiking: A Low-Cost, Accessible Intervention to Promote Health Benefits," *American Journal of lifestyle Medicine* 12, no. 4 (2016): 1, doi: 10.1177/1559827616658229

sharpen brain function, and improve mood.¹³ Therefore, it is best if one does running in the morning, it will improve stamina and mood to face the challenges of the day.

The themes in Chapter II "**Let's Live a Healthy Life!**" on page 17 and in Chapter III "**Be Healthy, Be Happy**" on page 33 also related to the idea of good health. These sentences are clearly persuasive sentences that invite others to live a healthy life. Persuasive sentences are sentences that aim to convince, invite, seduce, or persuade readers to do something. The sentence is a persuasive sentence because it has an exclamation mark, begins with the word "lets" which means come and means invitation.¹⁴ Content related to this is also shown on pages 20-22 where there are 4 texts delivered by different students on how to live a healthy life, dos and don'ts, healthy and unhealthy foods, and the benefits of exercising. Here are some of the texts that show engagement and to achieve good health.

Text 4.2. How not to get sick

"We should eat enough vegetable, fruit, rice, meat, egg, fish, tofu, and tempe to be healthy. **We should eat well in order not to get sick easily.** Don't skip breakfast. We should eat breakfast to have energy to do our activities during the day"

Text 4.3. Exercise is good for your health

"**Regular exercise is good for your health, too.** We can jog to have stronger lungs. We can also swim in order to have strong muscles. Swimming is also good to stay in shape. Remember, always do a warm up before soing any exercise so that you will not get muscle injury."

Text 4.4. Stay Healthy

"**Many kinds of instant foods are not good for your health.** They contain dangerous chemicals, like MSG, preservatives, and artificial colours. We should not eat too much instant food so that we will not get serious siseases. **In order to stay**

¹³ Lika A. Sumaidi. "7 Manfaat Lari yang Tidak Pernah Anda Duga Sebelumnya." *Hellosehat*, October. 27, 2022. <https://hellosehat.com/kebugaran/kardio/manfaat-lari-untuk-kesehatan-fisik-mental/?amp=1>

¹⁴ Dinda S. Dewi. "Mengulas Pengertian Kalimat Persuasif, Ciri-Ciri, Jenis & Contohnya." *ruangguru*, September. 30, 2022. <https://www.ruangguru.com/blog/kalimat-persuasif>

healthy, we should eat a lot more healthy home-made foods.”

Text 4.5. Keeping clean is keeping healthy too

“In order to be healthy we should keep our home and school clean. We should sweep and mop the floors to get rid of dirt. We have to clean our bath tub regularly so that mosquitoes don’t lay their eggs there. **We should wash the dishes right away after meals in order to get harmful bacteria.**”

The whole text contains utterances to maintain health, but there are some sentences that stand out such as “**We should eat well in order not to get sick easily**”, “**Regular exercise is good for your health**”, “**Many kinds of instant foods are not good for your health**”, “**In order to stay healthy, we should eat a lot more healthy home-made foods**”, and “**In order to be healthy we should keep our home and school clean**”. In addition, this idea is also shown in the following two dialogs,

Dialog 4.1. Stay Healthy

Udin : “What for do we need to eat various kinds of healthy food?”

Siti : “**To stay healthy.**”

Dialog 4.2. Having Breakfast

Udin : “What should we have breakfast for?”

Siti : “So that **we have energy to do our activities** during the day.”

The two dialogs above are found on page 25 which discusses what makes us have a healthy and energized body. Food is a primary need that must be met by all humans; it is an effort to survive and fulfill the body with energy for daily activities. To be able to make peace with the mind through a healthy body, we must maintain our body's health by eating foods that contain good substances for the body's metabolism and nutrients needed by the body.

Peace studies and health studies are closely related fields of education, both of them share a common orientation to the value of saving and promoting life for all, meeting basic needs, well-being, security, identity, freedom, and a livable environment.¹⁵ Their interconnectedness is also evident in the

¹⁵ Johan Galtung and Dietrich Fischer. *Johan Galtung, Pioneer of Peace Research...*, 2013, 12

health and science pages of The International Herald Tribune which can serve as a good model for peace/conflict trans confirmation pages.¹⁶ Therefore the contents related to the idea of good health above are included in the sources of inner peace values because they represent a peaceful life when we have health.

Good health as part of the value of inner peace is represented in the book, it is incorporated in the content of an activity that demonstrates the need to maintain health and prevent disease. With these efforts, students can participate in the personal and social changes needed to advance the transition to a healthy and sustainable world. The value foundation of health education can be provided to students by motivating and teaching students how to participate in the reconstruction of self and society in accordance with the values of democracy, social justice and economics. This will impact students in addressing living conditions and lifestyles that lead to health problems.¹⁷

Besides being the moment that everyone looks forward to the most, the idea of feeling happiness is also represented inner peace value in the target book. This content is related to the idea of feeling happiness, found in chapter VI pages 109 and 124.

Dialog 4.3. Enjoying the event

Edo: “Dayu, **I really enjoyed** our visit to the orphan home last week. It was rellay a good idea to celebrate your birthday there”

Dayu: “Hi, Edo. Yes, **it was really fun**. We all had a good time with the orphans there, they were very happy too. You know whtar? I have visited the orphanage five times so far.”

Dialog 4.4. Happy to meet someone

Siti: “Hi, Lina. I heard that you visited Cinta Kasih orphan home yesterday”

Lina: “Yes, I did. Finally. **I’m very happy** now that I have meet them. They are happy kids. I want to know them better. I think I can learn a lot from them.”

¹⁶ Johan Galtung and Dietrich Fischer. *Johan Galtung, Pioneer of Peace Research...*, 2013, 96

¹⁷ John fien, “Learning to care: a focus for values in health and environmental education” *Health Education Research* 12, no. 4 (1997): 438, doi: 10.1093/her/12.4.437

In both conversations above, Edo, Dayu and Lina feel very happy because they have visited the orphanage. Their expression of joy is expressed through the sentences “**I really enjoyed**”, “**it was really fun**”, and “**I'm very happy**”. Joy is one of the spiritual needs of children that must be fulfilled where inner peace arises from inner richness such as compassion, spiritual joy and wisdom. When children begin to feel peace, joy and contentment within themselves, then naturally their behavioral patterns in the form of self-discipline will improve.¹⁸ Thus the fulfillment of spiritual needs in children is very important for understanding the value of peace, especially the feelings of happiness and enjoyment created in the classroom and outside the classroom can shape positive thoughts and children can be at peace with themselves.

The act of happiness or joy is part of inner peace that has a positive impact on physical and mental health. Feelings of happiness can be achieved when a person has experiences and achieves their goals.¹⁹ Happiness is about feeling good. With that feeling, students can complete their responsibilities well.²⁰ That means the feeling of joy can have a positive effect on students' inner peace, the students will feel happy to do all the activities at school and outside of school. Some expressions of happiness represented in the target book showed that students are happy to have done their activities happily, they also achieved the goal to visit the orphanage. Thus, the target book represented the idea of feeling happiness as part of inner peace through content that contains students' happy experiences of visiting the orphanage.

The next content is an idea related to appreciation of achievements. Chapter I "Congratulation!" is a chapter full of content related to this idea. In this chapter, the appreciation of someone's achievement is channeled through several expressions.

¹⁸ A. S. Balasooriya. *Learning the Way of Peace...*, 2001, 106

¹⁹ Şerife D Kaya et al, “Happiness Perception of Students: An Application in The Faculty of Health Sciences in Konya” *Malaysian Journal of Public Health Medicine* 16, no. 1 (2016): 40-41, https://www.researchgate.net/publication/314453146_Happiness_perception_of_students_An_application_in_the_faculty_of_health_sciences_in_Konya

²⁰ Dimas Arif et al, “The Portrayal of Peace Values Embedded in the Indonesian ELT Textbook...”, 2022, 234-235



Figure 4.3. Appreciating the achievement of others with a thumbs-up gesture

Figure 4.3 above on page 1 shows a student carrying a trophy and a teacher at a story telling competition on August 7, 2014. The student carrying the trophy means he won the storytelling competition, while the teacher next to him is seen giving a thumbs-up.

Thumbs-up is a gesture that replaces speech. This gesture has several meanings, functions, and uses.²¹ In America, thumbs-up means an expression of appreciation.²² Whereas in Brazil, it is used to wish good luck to oneself, others and to show praise.²³ The thumbs-up gesture is also used by everyone in the world to indicate that something is “quality”.²⁴ Some others meanings of the thumbs-up gesture are “positive”, “good”, “Ok”, as a positive response to a question, to show understanding of intent, to thank and replay, as a greeting or farewell.²⁵ Based on some of the statement above, it can be seen that the thumbs-up gesture is a gesture substitute for speech that means revognizing good quality and a positive response to something or someone. Thus in the context of figure 4.3, the thumbs-up gesture means a symbol which means praise and

²¹ Joel Sherzer, “The Brazilian Thumbs-Up Gesture”, *Journal of Linguistic Anthropology* 1, no. 2 (1991): 191, doi: 10.1525/jlin.1991.1.2.189

²² Fariz Faizul. “15 Gestur Tangan ini Punya Arti yang Berbeda di Setiap Negara.” *Brilio*, July. 11, 2019. <https://www.brilio.net/wow/15-gesture-tangan-ini-punya-arti-yang-berbeda-di-setiap-negara-1907107.html>

²³ Joel Sherzer, “The Brazilian Thumbs-Up Gesture”, 1991, 190

²⁴ Kurniadi, “Filosofi Jari.” *Berita Kampus Universitas Tanjungpura*, February. 1, 2021. <https://untan.ac.id/filosofi-jari/>

²⁵ Joel Sherzer, “The Brazilian Thumbs-Up Gesture”, 1991, 191-192

appreciation for the achievement of the teacher for the victory of his students.

There are similar contents also presented on pages 2 – 4, and 12.



Figure 4.4. Congratulating others 1



Figure 4.5. Congratulating others 2

Figure 4.6. Congratulating others 3



Figure 4.7. Congratulating others 4



Figure 4.8. Congratulating others 5

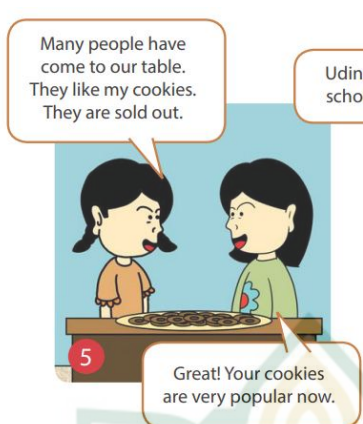


Figure 4.9. Appreciating the achievement of others

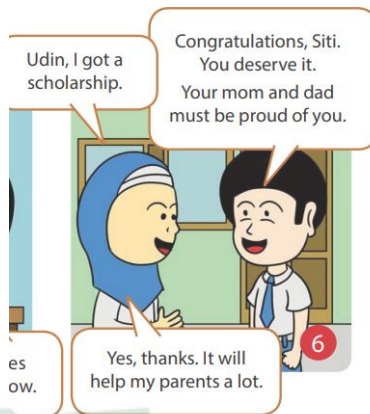


Figure 4.10. Congratulating others 6

In some of the picture accompanied by the dialog above, appreciation for someone's achievement is shown with the sentence "congratulation!", "Good Luck", "you are a very good story teller", and "Great!". In addition to images, textual content related to appreciation of one's achievements is also featured in this book, they are as follows:

Dialog 4.5. Congratulating on test result

Lina : "Thank God, I've got an A for my Math test. But, I don't know the result of my English test, yet."

Dayu : "**Congratulations** on the result of your Math test! I hope you get an A for the English test, too."

Text 4.6. Congratulating on getting the scholarship

Lina tells Udin that she will get a scholarship from the government to finish her school. **Udin congratulates her** and wishes her for the best with her studies.

Text 4.7. Praising someone's achievement 1

Udin has just finished making fried tofus for his friends. Dayu says that **they look yummy and she's sure that everybody will like them.**

Text 4.8. Praising someone's achievement 2

Beni has just finished mopping the floor of the health unit. **Mr. Dani praises him. He also thanks him for that.**

Text 4.9. Praising someone's achievement 3

Siti has just finished practicing singing. She will sing in the celebration of Kartini Day. Dayu praises her that she sings like a real singer, and **she will get a big around of applause for that**

Some of the content also shows a variety of expressions to express our appreciation for the achievements of others, the expressions include **“congratulation”, “you have to work hard”, “I'm proud of you”, “you deserve it”, “great!”, “they look yummy everyone will like them”, “she will get a big around of applause for that”, and “Mr. Dani praises him”**.

Appreciation is a positive recognition that someone gives to something to encourage and build enthusiasm.²⁶ At school, teacher not only gives teaching and assignments, but also gives appreciation, because it will make students excited, feel proud, and continue to develop their achievement.²⁷ Appreciation can be in the form of giving rewards to students, both in verbal and nonverbal forms. Verbal rewards are in the form of positive words or sentence such as praise, for example the words “great”, “good”, “smart” and so on. Meanwhile, nonverbal rewards are in the form of action such as gesture (gesture/facial expressions), nods, hands clapping, thumbs-up, smiles, and attention.²⁸ Thus the target book presents the idea of appreciation for verbal and nonverbal achievement. This attitude needs to be instilled in students, so they do not appear arrogant, do not feel the greatest, have concern, appreciate the advantages and accept the shortcomings of others.

²⁶ Atika H. Putri and Nurrohmatul Amaliyah, “Peran Apresiasi Orang Tua terhadap Pembentukan Karakter Siswa Madrasah Ibtidaiyah” *Jurnal Basicedu* 6, no. 4 (2022): 7368, doi: 10.31004/basicedu.v6i4.3520

²⁷ Zuyyina C. Kirana and Anifa N. Al Badri, “Peranan Apresiasi Guru Terhadap Antusias Belajar Siswa Kelas XI Madrasah Aliyah Hasan Muchyi,” *Jurnal Studi Ilmu Keagamaan Islam* 1, no. 3 (2020): 1, <https://ejournal.iaifa.ac.id/index.php/salimiya/article/download/272/240/>

²⁸ Rina T. Lestari and Nurul Khotimah, “Pemberian Reward oleh Orang Tua dalam Memotivasi Belajar Anak Kelompok B (Studi Deskriptif pada RA Islam Intan Tambaksari Surabaya)” *Jurnal Mahasiswa Universitas Surabaya* 6, no. 3 (2017): 3, <https://ejournal.unesa.ac.id/index.php/paud-teratai/issue/view/1268> ;and Erni D. Marta, “Implementasi Pemberian Reward Kepada Siswa SD Muhammadiyah Bantul Kota” *Jurnal Pendidikan Guru Sekolah Dasar* 5, no. 25 (2016): 2428 and 2431, <https://journal.student.uny.ac.id/ojs/index.php/pgsd/article/view/4227>

But, this is not always about congratulations, rewards or other words of pride, appreciation in the form of motivation and mental reinforcement can also be conveyed to students when they are experiencing failure. In addition to the verbal and nonverbal appreciation above, a form of appreciation for the student's learning process can be expressed through additional Grades.²⁹ But more than that, it is not only appreciation from teachers that can improve student learning, friends, family and people around them also greatly affect the achievement. Thus the content above is content that presents the value of inner peace through the idea of appreciation of one's achievements.

2. Social Peace

This book represented several ideas related to social peace. These ideas include 2 contents related to the idea of harmony arising from human relationships, 11 contents related to the idea of tolerance, 2 contents related to the idea of democracy, 2 contents related to the idea of peace loving, and 5 contents related to the idea of social care.

The first content with the idea of harmony arising from human relationships is on page 186. These sentences are in the text entitled Family and Neighbourhood.

Text 4.10. Family Relationships

Family

... Living together under the same house this big family us called an extended family. The member of a **family shares the housework and takes care of each other with the family we feel safe and happy** to go home means to return to our family in order to have a rest to watch tv ...

Text 4.11. Neighborly relationship

Neighbourhood

..a neighbourhood is made up of families who live near each other as neighbourhood there is a lot of face to face **interaction among them neighborhoods have many benefits for members a strong and closely related neighborhood is a safe environment for the children to grow up.** Mothers and girls can also learn certain skills..

²⁹ Zuyyina C. Kirana and Anifa N. Al Badri, "Peranan Apresiasi Guru Terhadap Antusias Belajar Siswa Kelas XI." 2020, 1.

The achievement of harmonious life between people in the family and the neighborhood is the desire of every human being. They can live in harmony, greet each other, accompany, give and ask for help from each other. In terms of character building, the role of family and social environment is very important for children. The development of children's imagination can work at a certain age very rapidly, our role as a family is that we must actively supervise and guide them in choosing future roles so that they can be responsible for themselves.³⁰ This will be effective to make children more creative and develop their talents, peace will also be felt by all because there is no coercion whatsoever to choose a role or do something else.

The target book presented social peace by providing content related to harmony achieved in the family and neighborly environment. To realize peace and harmony in society, it is necessary to instill the values that students aspire to. We must make teenagers' lives worth while by reforming the education system to prioritize moral values. Students need life skills more than ever to cope with problems, stress and uncertainty.³¹ Since family and neighbors are the environments closest to the child, it is important to instill education in harmony between people through these two environments. While fostering peaceful relationships with people is one of the goals of peace education,³² it will also result in students being productive with others, able to take positive actions to protect others, and promote healthy and positive social relationships.

The next content is ideas related to tolerance. The first is seen at the beginning of the book, the cover. The picture shows several students and teachers with different backgrounds.

³⁰ Andi A. Gunadi, "Pengaruh Lingkungan Sosial Terhadap Imajinasi Anak," *Jurnal Relfeksi Edukatika* 7, no. 2 (2017): 99, <https://doi.org/10.24176/re.v7i2.1215>

³¹ Abhishek Pandey and Bilal A Bhat. *Peace and Value Education*. (New Delhi: Taran Publication, 2021), 74, https://www.researchgate.net/publication/35670916_Peace_and_Value_Education

³² Abhishek Pandey and Bilal A Bhat. *Peace and Value Education*. 2021, 56-57,

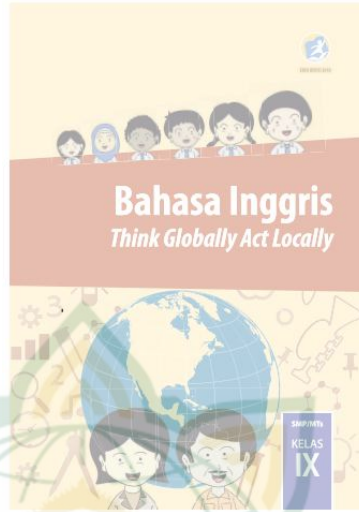


Figure 4.11. Tolerance between ethnicity, race and religion

There are 6 students and 2 teachers who have different backgrounds. The first, fifth, and sixth students from the left side have white skin and straight hair, the second student has yellow skin and uses a hijab, the third student has black skin and curly hair, and the fourth student has brown skin and straight hair. While at the bottom of the cover there are 2 teachers, they have the same hair which is straight but their skin color is different, the female teacher has white skin and the male teacher has brown skin. The picture shows tolerance between people who have different skin colors, religions, and hair types. How much difference they have, they must accept and make peace with it. Some content related to the idea of tolerance is also shown in the book on pages 84, and 96-98.



Figure 4.12. Inter-ethnic tolerance at school 1



Figure 4.13. Inter-religious tolerance at school 1



Figure 4.14. Inter-religious tolerance at school 2



Figure 4.15. Inter-religious tolerance at school 3



Figure 4.16. Inter-ethnic tolerance at school 2



Figure 4.17. Inter-ethnic tolerance at school 3

The picture above shows tolerance in a school environment that is a second home for students. The picture contains each of the 2 students wearing school uniforms and one conversation outside of school with the same child. Although they have different religions, skin colors, and hair types they

remain friends and accept differences well as evidenced by their facial expressions smiling at each other.

Tolerance is the respect, acceptance and appreciation of cultural diversity and various human expressions.³³ tolerance education aims to counter influences that lead to fear, aversion and exclusion of others. It is necessary for schools to educate citizens to appreciate other cultures, respect human dignity and differences, and be able to prevent or resolve conflicts peacefully. Religiously, too, major religious traditions call on their adherents to treat others with the same respect and dignity that they give to themselves.³⁴ Related with this, the cultivation of tolerance will have a good impact on religious believers in Indonesia

Indonesia is a country with a diversity of differences in it, and becomes a country prone to religious, social, political, educational, and nationalism problems. Therefore, tolerance education is one of the preventive measure to prevent intolerance that can ignite the problem of radicalism in the midst of national diversity.³⁵ In order to prevent this from happening, tolerance education can be implemented in several places, namely schools, pesantren, youth communities, and families. This will instill an attitude of brotherhood, harmonious interaction, caring among students, and working together through the curriculum.³⁶ Seeing the importance and many benefit of tolerance education, it become mandatory to teach students. the target book represents content related to tolerance as a medium to help teachers deliver tolerance education.

In addition to the several types of tolerance above, the target book also presents intercultural tolerance in different nationalities,

³³ Loreta N. Castro and Jasmin N. Galace. *Peace Education*, 2010, 83.

³⁴ Loreta N. Castro and Jasmin N. Galace. *Peace Education*., 2010, 83

³⁵ Prosmala hadisaputra and Baiq R. Amaliasyah, "Tolerance Education in Indonesia: A Literature Review" *Dialog-a journal of Theology* 43, no. 1(2020): 76, doi:10.47655/dialog.v43i1.355

³⁶ Prosmala hadisaputra and Baiq R. Amaliasyah, "Tolerance Education in Indonesia...", 2020, 79.



Figure 4.18. Tolerance between cultures in a nations 1



Figure 4.19. Tolerance between cultures in a nations 2



Figure 4.20. Tolerance between cultures in a nations 3



Figure 4.21. Tolerance between cultures in a nations 4

The four pictures with a dialog next to it representing the idea of tolerance located on pages 149-151. The picture shows two foreigners, on the left a man named Bill, he has white skin, blond hair, wearing a green shirt and backpack. While next to him is a man named Harry with the same skin and hair color, wearing a blue shirt, wearing a red backpack, carrying angklung, ulos cloth, noken, and geulis umbrella. Bill is seen introducing some traditional Indonesian items to Harry, a gift he got from his friend. Their expressions in the picture and responses in the dialog strongly indicate that they admire and have a high desire for traditional Indonesian goods.

The author points out in the book that there are many diverse backgrounds, races, ethnicities, religions, and so on. around and we should accept and respect those differences. We discussed earlier that peace is not just the absence of war, the silence of weapons, and the signing of treaties. But peace also occurs because the basic values are in accordance with individuals and societies, so that they can coexist and accept differences in gender, religion, culture, language and ethnicity.

To support such peace individuals must embody spontaneous and reflexive values and a strong commitment to nonviolence, dialogue and tolerance.³⁷ So some of the content above that relates to the idea of tolerance is part of the value of social peace.

The next content contains democratic ideas. There are two dialogs that show this idea on pages 29 and 30.

Dialog 4.6. Discussion about friend who get sick

Lina : “I don’t feel well. I’m catching a cold.”

Udin : “You should go to the doctor.”

Beni : “I don’t think that’s a good idea. Just take a good rest and drink a lot of water, Lina.”

Siti : “I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine.”

Edo : “I don’t agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food.”

Dayu : “I think the best to do is go home, Lina. Your mom and dad know better what you should do.”

Dialog 4.7. Discussion about take a break while working

Udin : “I feel so sleepy and bored. Let’s stop working for a while to get some fresh air outside.”

Dayu : “I don’t think that’s a good idea. Let’s finish our text first, and then we’ll go out and have bakso in Pak Man.”

Beni : “I agree with Dayu. Udin, please go back to work so that we can finish the text before lunch.”

Siti : “Udin, to feel better, drink a big glass of water and then have a little exercise here.”

Edo : “You are right, Siti. We are too serious and we don’t care with our health. Let’s drink and then have some exercises here.”

Lina : “I agree with Siti and Edo. Some on

³⁷ UNESCO. *UNESCO’s Programme of Action Culture of Peace...*, 2013, 10

everybody. Stand up, and drink a lot of water. Then, come here to stand so onh up and have a little exercise for just two minutes.”

Udin : “That’s a smart idea. Everybody, let’s stop working for a while to have some exercise. You lead us, Lina.”

Both dialogs show a democratic attitude by the students where they express their opinions, between agreeing and disagreeing properly and not using offensive sentences, then choosing the most appropriate opinion to be used as the final decision. The expression of their opinions was also accompanied by supporting facts to reinforce their respective opinions.

Democracy is a behavior that reflects a democratic attitude, where a person respects other people's comments, prioritizes common interests, and participates in making decisions that relate to him.³⁸ Education has an important role in building democratic attitudes in students. Education must be able to direct students to become responsible citizens, develop spiritual, emotional, rational, social intelligence and be able to participate in community life.³⁹ Therefore, democratic attitudes are included in the value of social peace because in a discussion, it takes people who are willing to accept other people’s opinions to find the right decision and the discussion runs peacefully without riots due to differences in opinion.

Indonesia is a country that adheres to a democratic system of government. These rights are listed in the 1945 Constitution of the Republic of Indonesia, including the right to equality in the field of law, the right to get a job, the right to express opinions and organize and so on.⁴⁰ In a country that embraces democracy, citizens can express their opinions without fear.⁴¹ Therefore, providing democracy education to students is very important to introduce human rights and instill a sense of

³⁸ Wina H. Novilia and Harmanto, “Urgensi Pendidikan Karakter Demokratis sebagai Upaya Mendisiplinkan Siswa Tunagrahita,” *Journal of Civics and Moral Studies* 5, no. 1 (2020): 33, <https://journal.unesa.ac.id/index.php/jcms/article/view/11882>

³⁹ Sri Mulyani, “Upaya Meningkatkan Sikap Demokratis Siswa Melalui Pelaksanaan Model Pembelajaran Project Citizen pada Pembelajaran PKn,” *Jurnal CIVICUS* 11, no. 1 (2020): 57, <https://doi.org/10.17509/civicus.v11i1.26125>

⁴⁰ Ambiro P. Asmarioni and Prihna S. Utami, “Pelaksanaan Pendidikan Democracy Siswa SMA di Kabupaten Ponorogo” *JPPKn* 2, no. 2 (2017): 79, <https://eprints.umpo.ac.id/6388>

⁴¹ Abhishek Pandey and Bilal A Bhat. *Peace and Value Education*. 2021, 52

courage to express opinions. Thus, the target book promoted the idea of democracy as it related to social peace by providing a dialog where several students are discussing something and they do not hesitate to express their own opinion.

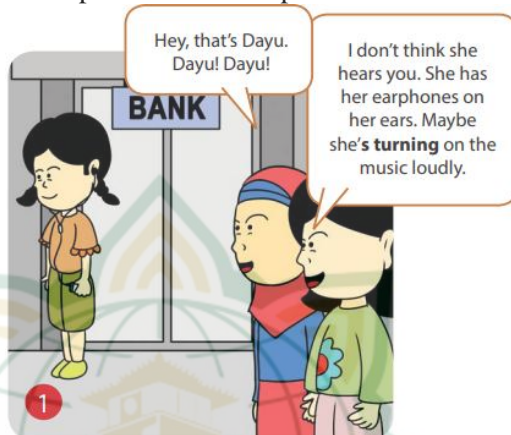


Figure 4.22. Peace loving 1

The next idea is peace loving. The figure 4.22 with the dialog above found in page 81 represented the idea of peace loving. There are 3 women in front of a bank. A woman is alone right in front of the bank wearing an orange shirt and green pants, she is also wearing earphones in her ears and looks very enjoy with what she is hearing. Meanwhile, two women standing further away from the bank, on the left side of the woman wearing a hijab and a red skirt, wearing a blue shirt called her friend Dayu's name several times. Meanwhile, the woman next to her wearing green was trying to explain to her friend that Dayu probably didn't hear her because she was wearing earphones. She said this to avoid misunderstandings between her friends, prevent her from getting emotional and keep things peaceful.



Figure 4.23. Peace loving 2

The figure 4.23 is on page 83. There are two students wearing uniforms in the classroom. The male student says that the reason he looks serious is that he is doing an assignment which is to write the bad habits of one of his classmates. This shows that reprimanding someone's bad habits doesn't have to be done by insinuating, saying harsh words, yelling, saying in front of many people and so on. We can write down the bad habits as a reflection. We can write down the bad habit as a reflection. Such action also preserves the heart and avoids embarrassing the recipient because only he/she reads the reflection writing for. Furthermore, we can give suggestions or solutions to improve the bad habit in a good way. So the two figures accompanied by the dialog contain the value of loving peace by giving understanding, the best speech so that there are no misunderstandings, disputes, and conflicts with others.

Peace loving is a behavior that makes everyone feel calm and safe that arises within themselves through a peace-loving personality in the surrounding environment, so as to avoid various forms of disturbance that trigger quarrels and bullying. Peace loving education in school can be realized by avoiding conflict, not committing violence, prioritizing harmony, mutual respect and maintaining relationship so that they equal in each individual and group.⁴² Instilling peace loving in students is important in the educational process because this is accordance with the adjectives and functions of education in Low Number

⁴² Vera Y. Erviana, "Penanganan Dekadensi Moral Melalui Penerapan Karakter Cinta Damai dan Nasionalisme" *Jurnal Penelitian Ilmu Pendidikan* 14, no. 1 (2021): 3, <https://doi.org/10.21831/jpipfip.v14i1.27149>

20 concerning the National Education System Article 3⁴³ which read “National Education functions to develop abilities and shape dignified national character and civilization of a dignified nation in order to educate nation”.⁴⁴ Therefore, the inculcation of a peace loving character from an early age will attached to students’ habits of good behavior and not create conflict until the students grow up.

The next idea is related to social care. There are 5 contents in the book, they are as follows,



Figure 4.24.
Caring for a friend who is sick

Siti: “Hi Dayu, have you taken any medicine, yet?”
 Dayu: “Yes, I have. But it only helps a little.”
 Siti: “Maybe you just have to take some rest **in order to** get well soon.”
 Dayu: “You are right. In fact, I have been to the toilet many times today.”
 Edo: “Poor you. You need to drink a lot of water **so that** you will not get dehydrated.”
 Dayu: “This is a good lesson for me. I never care about what I eat.”
 Udin: “Right. Guys, don’t forget to wash your fruits and vegetables before you eat them **so** you will not take any germs into your tummy.”
 Dayu: “Yes, Boss. You are right. We should always clean our food well. I should be more careful now.”
 Lina: “Dayu, you look very pale. I think you need to see the doctor soon **in order to** get help. Don’t take diarrhea lightly.”
 Dayu: “No, of course not. Actually, My mom is on her way from the office to take me to the hospital.”
 Siti: “Good. We’ll help you to get ready now.”

Figure 4.25. The Dialog of Figure 4.24

The figure 4.24 is located on page 18 and the dialog that is directed at the figure 4.25 is located on page 19. The dialog indirectly says that Dayu is someone who is sick and lying in bed, while Siti is someone who visits and takes care of Dayu. Siti expresses her concern for Dayu by visiting and accompanying her when she is sick. She also asked Dayu to

⁴³ Ardiatyas Pramesti and Henry A. Rigianti, “Pentingnya Upaya Menerapkan Pendidikan Karakter Cinta Damai pada Siswa Sekolah Dasar” *Jurnal Pendidikan dan Budaya* 6, no. 12 (2022): 57, <https://doi.org/10.0503/wp.v6i12.183>

⁴⁴ Perpustakaan Nasional, <https://pusdiklat.perpusnas.go.id/regulasi/download/6>

drink a lot, rest a lot, take her medicine regularly, eat fruit and clean food and visit the doctor if Dayu's illness gets worse.

The next content is on pages 109-110, it is a long dialog between 7 students who are planning to visit an orphanage for the Creativity Week event next month. They also plan the activities they will do while at the orphanage such as eating together, teaching reading and writing, and teaching singing. Here's a picture of part of the dialog.



Figure 4.26. The dialog about visiting an orphanage

It turns out that behind their care, the dialog on page 112 and 125 show that the orphanage children also care about the surrounding environment. Here's a part of the dialog.

Dialog 4.8. Caring for others

Dayu : “She has participated very actively in the groups’s activities. They have made handicrafts and sold the. They have used the profit to help street children and poor families. The program has rum for almost two years now.”

Udin : “Wow! That’s amazing. I’ve never thought of that

before. I thought that the kids in orphan homes were sad kids who needed our help. But they help people instead.”

Siti : “What have they done for street children?”

Dayu : “They have done one thing for street children and one thing for poor families. To celebrate the 15th birthday of the orphanage, they gave thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice.”

Dialog 4.9. Concern for orphans

Edo : “I didn’t know that kids at orphanage are careful and friendly kids. It turns out that they are happy and smart.”

Siti : “Not only that. They (help) other kids, too. I think we should do something like that, too. So far we (be) busy thinking only about ourselves

Edo : “Yes, your’re right. Let’s think about something that we can do to help the orphans and other needy children.”

The picture contains a dialog they show their concern for the children of the orphanage who also care about the surrounding environment. Prophet Muhammad SAW has taught social care to his people written in various books. One of his hadiths narrated by Bukhari hints to every human being to be more sensitive and concerned about social life. These traits can be realized in the experience and understanding that humans with other humans help, love, complement, need and love each other.⁴⁵ Therefore, awareness of social care will also invite the care of others to us. Thus the contents of the idea of social care above are clearly included in the value of the source of social peace.

From several ideas about the value of social peace represented in the book, there are four ideas that are included in the character-building values of tolerance, democracy, love of

⁴⁵ Mukhlis Mukhtar, “Kepedulian Sosial dalam Perspektif Hadis,” *Jurnal Ushuluddin* 23, no. 1 (2001): 85, <https://journal.uin-alauddin.ac.id/index.php/alfikr/article/view/19170>

peace, and social care. Tolerance is a basic attitude that needs to be developed, awareness of the different characteristics of a person makes students know how to deal with cultural plurarism in Indonesia.⁴⁶ The cultivation of tolerance is also related to a democratic attitude that reflects the attitude of respecting other people's comments that are different from ours.⁴⁷ Then if these two attitudes have been rooted, indirectly someone has implemented a peace-loving attitude both in differences in religion, race, ethnicity, and opinion. The attitude of caring for the surrounding will follow naturally if a person has understood that there are circumstances where different needs may require more help from someone around him.

3. Peace with Nature

There are several contents that represent the value of peace with the nature. These contents contain several ideas, including 7 contents related to idea of harmony with the natural environment, and 2 contents related to idea of environmental care.



Figure 4.27. Harmony with nature through camping 1



Figure 4.28. Harmony with nature through camping 2

The picture above related to harmony with nature through camping. It is found on page 12 showing the interaction between 2 students and the teacher, because they are not wearing the same clothes as the other 2 students. They can be

⁴⁶ Nastiti Dian, "Penanaman Karakter Toleransi dan Pendidikan Multikultural di Sekolah dalam Menghadapi Keragaman Budaya, RAS, dan Agama," *Jurnal Fascho dalam Prosiding Konferensi Pendidikan 1*, no. 1 (2020), 2, <https://journal.stkipm-bogor.ac.id/index.php/Proceding/article/view/92>

⁴⁷ Wina H. Novilia and Harmanto, "Urgensi Pendidikan Karakter Demokratis..." 2020, 33.

seen talking about successfully setting up a tent during camping activities. While in the picture next to the one on page 98, there is a conversation between a boy and a girl that takes place in nature, with a tent that has been built behind them. Both pictures show the beauty of nature with greenery growing around the tent. When student was in school, this activity was often carried out in the framework of picnics and scouts, by inviting students camping means inviting students to meet directly with nature. This nurtures students to be sensitive and interested in something related to environmental issues.⁴⁸ This sensitivity is very necessary to be realized in order to keep nature sustainable.

The benefits of camping are vast, the most important of which is to rebuild the relationship between human and nature. By staying in a dynamic natural ecosystem, it will create interaction with nature directly. In addition, physical and mental health will also be maintained. Camping can reduce stress and increase social engagement.⁴⁹ In relation to building students' character, camping fulfills all the developmental needs of children, such as creating leadership traits, character building, independence, self-esteem, decision-making skills and citizenship.⁵⁰ Therefore, it is very important for school and teachers to encourage students to be interested and participate in camping activities which have many benefits, one of them is bringing students closer to nature.

⁴⁸ SDN-2 Jambu. "Manfaat Berkemah/Camping." May. 16, 2021, <https://www.sdnduajambu.sch.id/artikel/detail/152951/manfaat-berkemah-camping>

⁴⁹ Hassell, S., Moore, S.A. and Macbeth, J. (2015) Exploring the motivations, experiences and meanings of camping in national parks. *Leisure Sciences* 37, no. 3 (2015): 272-273, <http://dx.doi.org/10.1080/01490400.2014.995325>

⁵⁰ Iffah N. Ardhiyanti, "Hubungan antara Keaktifan Mengikuti Kegiatan Berkemah dengan Kemandirian Siswa SD Golongan Penggalang", *Jurnal Pendidikan Guru dan Sekolah Dasar* 30, no. 7 (2018): 3541, <https://jurnal.student.uny.ac.id/index.php/pgsd/article/download/13994/13526>



Figure 4.29. Peace with nature through walking around 1



Figure 4.30. Peace with nature through walking around 2

Both figures are located on page 95. The first picture shows the conversation of two children outdoors, even though their male friend is sick they talk casually and even smile. The second picture also shows a light conversation between two students when they go home or go to school, they are seen wearing the same uniform. both pictures show a green environment and bright sky. Their expressions also show the comfort of being in that environment which is shown through smiles.

A folktale entitled "THE GOLDEN STAR-FRUIT TREE" found on page 140 represented harmony with nature.

Text 4.12. Living in dependence on nature

THE GOLDEN STAR-FRUIT TREE

A long time ago, there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, but the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. **From then on he lived there and made his living only by selling star fruits from the tree. ...**

The bolded sentence shows that a younger brother who has no other choice to survive by depending on a star fruit tree. The harvest from the tree will be sold to meet the daily needs of those who live with his wife. They believe in nature that nature

can give life to anyone, they are at peace with nature that gives them life. Mulyati⁵¹ in her study found many roles of plant for humans, namely as food producers, medicinal and cosmetic ingredients, complementary traditional ceremonies, as the main energy material, rope and woven materials, and various other purposes. Therefore, it can be concluded how closely related the culture of the community is to its environment in utilizing the surrounding natures for daily needs

Harmony with nature, especially with the sky is also shown in the book on pages 204 and 205. These are some lines from the lyrics of the song 93 Million Miles by Jason Mraz.

Text 4.13. Harmony with the sky 1

‘cause here it comes it’s a light, a beautiful light, over the horizon into our eyes

Text 4.14. Harmony with the sky 2

To share this view of the night, a glorious night, over the horizon is another bright sky

The author shows how the songwriter enjoys the nature around him. He is in contact with nature by enjoying and admiring the beautiful horizon. Thus, some of the contents include the value of peace with nature through camping, enjoying the natural surroundings, and living off plants.

the target book represented peace with nature by presenting content that contains several activities that can be done to get closer and harmonize with nature. The application of this value in schools can be in the form of learning outside the classroom so that students can interact directly with nature. Therefore, students will feel the peace of living side by side with nature and a sense of increasing the desire to protect the environment in order to create a more harmonious life.

The next content related to the environmental care.

⁵¹ Mulyati Rahayu and Kazuhiro Harada, “Peran Tumbuhan dalam Kehidupan Tradisional Masyarakat Lokal di Taman Nasional Gunung Haliman Jawa Barat Barat” *Berita Biologi* 7, no. 1 (2004): 19-22, doi: 10.14203/beritabiologi.v7i1&2.1231



Figure 4.31. Care for indoor hygiene 1



Figure 4.32. Care for indoor hygiene 2

The figure 4.31 is on page 12 shows a conversation between a mother and her daughter. The mother praises her daughter for cleaning the room, because if the room is clean and tidy it will be more comfortable for us to occupy it. The figure 4.32 is on page 84. The picture is completed with a conversation between two girls, the girl on the left is wearing an orange shirt and next to her is a girl wearing a hijab carrying a mop. The girl in the hijab said she mopped the floor after her milk spilled and soiled the floor. It shows that cleanliness must be maintained even if it has been cleaned before. In addition to the cleanliness of the natural environment outdoors, indoor cleanliness is also important to maintain, if everything looks neat and clean, and is accustomed to living in cleanliness, life will be peaceful, because the environment greatly affects our emotions both positive and negative. A dirty and smelly environment is prone to spark negative emotions because it causes discomfort, and vice versa if the environment is clean it will spark positive emotions.⁵² Therefore, maintaining cleanliness is part of the effort to build peace.

The cultivation of environmental care is very important to be applied to children because this discussion is stated in one of the contents of the draft resolution of the UNESCO regional seminar on curriculum development for peace education in Sri Lanka in 2001 underlining that respect for human dignity, human rights, and environmental protection are core values that

⁵² Muhammad Rivaldi. "Kebersihan Sebagian dari Perdamaian." *Aida: Aliansi Indonesia Damai*, September. 06, 2022, <https://www.aida.pr.id/2022/09/10210/kebersihan-sebagian-dari-perdamaian>

need to be practiced to achieve peace and harmony and sustainable development through lifelong peace education.⁵³ Teachers at school or parents at home can do to instill this attitude in students/children is to teach them not to live consumptively and buy things they need. Because this will waste natural resources and pollute the environment in the production process and after it is not used as landfill.⁵⁴ In addition, the target book also displays content related to caring for the environment, namely by cleaning the room to keep it clean.

An initial objective of the project was to investigate how peace value are represented in an EFL Textbook “Think Globally Act Locally” Grade IX. The specification of peace value used in this research is taken from the three source of peace value by A.S balasooriya. He explains that there are three source peace value, namely inner peace, social peace, and peace with nature which are written in her book entitled *Learning the Way of Peace: A Teachers’ Guide to Peace Education* (2001). Some ideas related to the peace value are also included in the 18 character building values⁵⁵ represented in the target book, there are appreciation of achievement, tolerance, democratic, peace loving, social care, and environmental care.

The results of the study indicates that the content of the target book contains all of three source peace value. Tabel 4.2 shows that inner peace (53%) dominated the contents of peace value in the target book. Then it is followed by social peace (33%), and peace with nature (14%). The result also showed that the EFL textbook “Think Globally Act Locally” Grade IX presented 66 contents consisting of 32 visual contents and 34 textual contents related to ideas representing peace values. There are 11 ideas, they are four ideas related to inner peace namely harmony and peace with oneself, good helath, feeling happiness, appreciation of achievement. Five ideas related to social peace, namely harmony arising with human relationship, tolerance, democratic, peace loving, and social peace. And two

⁵³ A. S. Balasooriya. *Learning the Way of Peace...*, 2001, vii

⁵⁴ A. S. Balasooriya. *Learning the Way of Peace...*, 2001, 215

⁵⁵ Arif R. Azis et al., “Investigating Peace Values Portrayed in Non-Government EFL textbook for Senior High School Students,” *EFL Educational Journal* 9, no. 1 (2022): 16, doi: <https://doi.org/10.19184/eef.v9i1.30203>

ideas related to peace with nature, namely harmony with natural environment and environmental care.

Researcher found that although social peace resented more ideas, the amount of content on inner peace was more. Inner peace is represented in 35 contents while social peace is represented in 22 contents and 9 contents from peace with nature. Based on the explanation above, it can be concluded that the value of inner peace is dominantly represented in the EFL textbook “Think Globally Act Locally” Grade IX.

Based on the explanation above, the target book representation peace value through 66 contents that contain inspirational stories about peace, material or content that counters issues that often lead to conflict and violence, spreads positive messages, provides good examples of creating peace, and presents strategies that can enhance peace. Thus the target book represents and promotes peace values well, it contains some things that help students to recognize and apply peace.

