CHAPTER I
INTRODUCTION

A. Background Of The Study

Peace is extremely important for people all over the world in today's society. Every year on September 21st, the world commemorates the International Day of Peace. The absence of the importance of peace relates to social principles such as violence and aggression.[1] Peace can be interpreted in a variety of ways. When people get together and do not disagree or fight, they are said to be at peace. Each of us is the source of peace. The absence of war is not the same as peace. In fact, however, tensions between faith, nationality, culture, and race still occur frequently in society. For example, in terms of faith, religion sometimes clashes with the fact of religion in society, resulting in mutual mistrust and distrust. Peace is living in harmony and not fighting with other people. Peace is a state of mind that is calm and relaxed. Peace consists of positive thoughts, pure feelings, and good wishes. World peace grows through nonviolence, acceptance, justice and communication. Peace is the main characteristic of a civilized society.

From the point of view above, it is not just some children but also some youth and adults, peace is not just the absence of war; it is a practice of love. In a peaceful society, people will work together to resolve conflicts, develop morally, treat each other fairly, meet basic needs, and respect each other. In essence, they will live in unity. The goal is not to achieve a perfect world. What we want is more unity and peace around the world. Haskins regarded peace education as an educational attempt to realize inner peace, peace with others, social peace and global peace.[2] Peace can occur within the individual. Some believe this inner peace can be strengthened through our

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[1] R. Ubogu ―Peace education in secondary schools: A strategic tool for peace building and peace culture in Nigeria,‖ Journal of Education and Practice, vol. 7, no. 14, pp. 88-92, 2016.

[2] C. Haskins, ―Educating for peace‖, Our Schools/Our Selves, vol. 20, no. 2, pp. 67-82, 2011.

relationship with the Divine. Inner peace involves peace of mind and an absence of fear.

Inner peace can be gained from the environment or from the teaching and learning process. Learning process must provide comfort to students in learning of peace value. One of the efforts is to internalize the values of peace in the learning process. Internalization of the value of peace is expected to provide a sense of warm, comfort and motivate students in the learning process. Conversely, if students feel things are not in accordance with the value of peace, it will disturb the learning process. The role of the teacher is to identify the attitudes and behaviour of students and to make policies in the learning process that are appropriate to the conditions of students' learning. Peace values become role models that have affective meanings that influence personality development. [3] This indicates the importance of the values of peace such as love for others, accepting differences in ethnicity, religion, and class, respect for others, fairness, cooperation, obeying rules and tolerance need to be an important concern of educational institutions.[4] Through English textbooks, the students will get positive images and analyse from it.

Teaching and learning resources contain a series of texts and pictures aimed at specific educational outcomes, convey knowledge, attitudes and behaviour. Instead of making pupils focus on unnecessary biases and categorisations, textbooks can be designed to disseminate positive images of others and encourage sharing experiences with them to mutual advantage.[5]

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[3] M.W. Berkowitz, ―What works in value education‖, International Journal of Educational Research, vol. 50, pp. 153- 158, 2011.

[4] Hayadin, ―Building Peace Culture based on Religion Education at School [Membangun Budaya Damai Berbasis Pendidikan Agama di Sekolah]‖ Development and Training Center, Ministry of Religion. 2017. [Online]. Retrieved from: http: balitbangdiklat.kemenag.go.id accessed on 23th November 2017.

[5] Gulati, S., and D. Pant. 2013. Education for Values in Schools – A Framework. New Delhi: Department of Educational Psychology and Foundations of Education, National Council of Educational research and Training.

In Indonesia, textbooks or course books are the common teaching materials used in the school. According to Tomlinson, a textbook or course book is a book which provides the core materials for a language-learning.[6] It aims to provide as much as possible in one book and is designed in such a way that it can be the only book that students need to use during the course. In other words, textbooks are books that contain materials needed in the teaching and learning process in class. According to Kayapinar, textbooks try to solve problems by creating opportunities for students to use the target language in class, as a kind of "halfway house" before using it in real life.[7] Thus, the use of textbooks in learning English has many advantages that help students learn the language.

pornographic material, extreme ideology, radicalism, extremism, cultural sentiments, and gender discrimination, according to Setyono's statement from the Directorate General of Legislation. In this case, the presence of positive images in the textbook is needed as a reflection of such negative items for students. Furthermore, textbooks used by students as learning materials must be compatible with the curriculum. [8] The government developed the curriculum as a collection of plans and regulations about the goals, content, and material of lessons, as well as the system used as the guidelines for the implementation of learning activities, in order to achieve the national education objectives.

The Law on the Indonesian National Education System Number 20 of 2003 Article 3 states the national education has as its aim the development of education that has life skills and nice character-building. Then the Indonesian government then

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[6] Tomlinson, B. (Ed). (2011). Materials development in language teaching: (2nded). Cambridge: Cambridge University Press.

[7] Kayapinar, U. (2013). Course book evaluation by English teacher. Inonu University Journal of The Faculty of Education, 10(1), 69-78.

[8] Budi Setyono and Handoyo Puji Widodo, ―The Representation of Multicultural Values in the

Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis,‖ *Intercultural Education* 30, no. 4 (2019): 383–97, https://doi.org/10.1080/14675986.2019.1548102.

took action that the Ministry of Education and Culture published a Handbook for the Implementation of Character Education, and it was stated that there were eighteen values from the results of an empirical study conducted by the Curriculum Research and Development Central. These values such as the nature of peace, Pancasila, Religion, Culture, and the goals of the nation.[9] From eighteen values of character building, there are eight values related to the value of peace. Peace has meaning behaviour that promotes harmony in all the ways people act. Gebregeorgis states that peace is a behaviour that encourages harmony in the way people talk, listen to and interact with each other, and prevent acts of hurting, hurting, or destroying one another.[10] Textbooks are used to support the success of an education and in educational institutions other than as a learning guide but also a curriculum.

The curriculum is one of the main elements in order to achieve educational goals. Therefore the curriculum must match the needs of teachers and students in an educational institution. Based on a new policy issued by the government, namely the improvement of the 2006 curriculum, which is commonly known as KTSP, which has been used for the last few years, is changed to a new curriculum, namely the 2013 curriculum.[11]

The curriculum is defined as a reference for a learning plan that contains programs for teaching and learning activities, objectives that must be pursued in learning, as an evaluation tool to achieve educational goals, as well as sources and media so that they are expected to be able to achieve educational

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[9] Agustien, H. I. R. and Anugrahwati, Y. (2015). The integration of second core competence (KI 2) of curriculum 2013 in English classes. Journal of English Language Teaching, 4(1). Retrieved from: https://journal.unnes .ac.id/sju/index.php/elt/issue/view/768.

[10] Gebregeorgis, M. Y, (2016). Peace values in language textbooks: the case of English for Ethiopia student textbook. Journal of Peace Education. doi: 10.1080/17400201.2016.1228526.

[11] Rifa'atul Mahmudah, *Analisis Kualitas Buku Teks Pelajaran Pendidikan agama Islam dan Budi Pekerti Kelas VII Kurikulum 2013 di Kabupaten Malang* (Malang: Thesis UIN Maulana Malik Ibrahim, 2016), 1

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goals. [12] Textbooks are used to support the success of an education and in educational institutions other than the curriculum as a learning guide. Textbooks are used as a basic necessity for teachers and students. To obtain reliable knowledge or information, the author can understand that students can use textbooks as a source of reference. [13] In addition, according to the authors, students can also obtain information from other sources such as journals or articles related to learning themes.

To support the quality of learning, the use of textbooks is an important means in which they have special characteristics that have been adjusted to the applicable curriculum. In addition, the government also provides feasibility standards in making subject textbooks through the national council or commonly referred to as BSNP. [14] Textbooks have a role as a reference used by an educational institution with the aim of improving science and technology based on educational standards. [15] Textbooks must also monitor the growth and development of students, the differences between students from one another, learners' learning styles, and the types of student's needs. Therefore, the use of good language and attractive

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[12] Ali mudhofir, *Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan dan Bahan*

Ajar dalam Pendidikan Agama Islam, (Jakarta: Rajawali Pers, 2012), 3 dikutip dalam Rifaʻatul Mahmudah, *Analisis Kualitas Buku Teks* ... 2

[13] Manarul Lubab, *Analisis Kelayakan Isi Buku Teks Siswa Pendidikan Agama Islam dan Budi Pekerti SMA/MA Kelas X Kurikulum 2013 Terbitan Kementerian Pendidikan dan Kebudayaan Tahun 2014* (Semarang: UIN Walisongo, 2015), 2

[14] Peraturan Pemerintah No 19 Tahun 2005 pasal 43, dikutip dalam Aisyah Dana Luwita,

Analisis Nilai-nilai Multikultural Dalam Buku Teks Siswa Mata Pelajaran Pendidikan Agama Islam Kelas VII SMP'', (Jurnal Dinamika Vol 3 no 2, 2018), 5

[15] Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 2 Tahun 2008 tentang

Buku, dikutip dalam Muhammad Furqan, *Analisis Nilai-Nilai Toleransi dalam Buku Teks Mata*

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presentation in preparation must be done so that the material presented is easy to understand by students. Therefore, the discussion regarding peace education and the values of peace is very important to be obeyed and even more so practiced by both teachers and students.

Research on textbook analysis of Peace value has been carried out by some researchers before. Research conducted by Maha Shuayb Lebanese civilian textbook entitled "Human Rights and Peace Education in a Lebanese Citizenship Textbook". It explains how the social science textbooks in Asian nations addressed human rights and peace education. Each of the region's units is crucial to building peace in a post-conflict community.[17] The same researches on textbook peach education has also been carried out a lot. The research conducted by Budi Setyono and Handoyo Puji Widodo entitle ―The representation of multicultural values in the Indonesian Ministry of Education and Culture

Endorsed EFL textbook: a critical discourse analysis‖, it explains how to examine however English teachers use the peace values and cultural references contained in textbooks in their teaching. To extend this study, a lot of vital textbook study is required to research morals and religious values and gender-related values are either implicitly or expressly depicted in different ELT textbooks, revealed by completely different publishers in different countries where English is studied as a global language.[18]

The last research is from Marwan Darweish & Maamoon Abdulsamad Mohammed entitled ―History education in schools in Iraqi Kurdistan: representing values of peace and violence‖.[19] According to them, the textbook addresses peaceful and effective dispute resolution methods and uses historical events to explain how those principles have been promoted. Moreover the research on peace values that was published by Mehari Yimulaw Gebregeorgis entitled ―Peace values in language textbooks: the case of English for Ethiopia Student Textbook‖. The finding showed that there is space for improvement; the realm avoids content concerning gender

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stereotypes and includes other reconciliations values that haven't been enclosed within the textbook.[16]

However, to fill the gap in previous studies, this research aims to complete the gap in previous studies and focus on the analysis of representation of peace values in English textbooks for senior high school. Not all English textbooks can be categorized as good teaching materials. It was shown that the tasks and activities of the two ways that were evaluated.[17] In Indonesia, textbooks have been reviewed by The Ministry of education and Culture based on the 2013 curriculum that is common at all levels of education, with each level dealing with a different problem. In the Indonesian context, however, no research on peace values has been performed. In this case, the researcher was motivated to explore peace values that become part of attitudes that change in an education. In this context, the researcher was inspired to look into the peace values that have

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[17] Maha Shuayb, ―Human Rights and Peace Education in the Lebanese Civics Textbooks,‖ *Research tin Comparative and International Education* 10, no. 1 (2015): 135–50, https://doi.org/10.1177/1745499914567823.

[18] Budi Setyono and Handoyo Puji Widodo, ―The Representation of Multicultural Values in the

Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis,‖ *Intercultural Education* 30, no. 4 (2019): 383–97, https://doi.org/10.1080/14675986.2019.1548102.

[19] Marwan Darweish and Maamoon Abdulsamad Mohammed, ―History Education in Schools in Iraqi Kurdistan: Representing Values of Peace and Violence,‖ *Journal of Peace Education* 15, no. 1 (2018): 48–75, https://doi.org/10.1080/17400201.2017.1409198.

[16] Mehari Yimulaw Gebregeorgis, ―Peace Values in Language Textbooks: The Case of English for Ethiopia Student Textbook,‖ *Journal of Peace Education* 14, no. 1 (2017): 54–68, https://doi.org/10.1080/17400201.2016.1228526.

[17] Latif, M. (2015). An evaluation of English textbook for eighth graders of junior high school. Thesis. Retrieved November 7, 2017, from http://eprints.uny.ac.id/.

become a part of Indonesian character development in order to help the development of education, particularly for high school English textbooks. This study looked at the English textbooks entitled ―Bahasa Inggris SMA/MA/SMK/MAK X, XI, XII grades‖ which was created using Curriculum 2013 as a guide. As a result, the researcher conducted a study titled Peace Values Reflected in English Textbooks entitled―Bahasa Inggris for SMA/MA/SMK/MAK‖.

B. The Focus Of The Research

The focus of this research is to examine the peace values contained in high school's textbooks entitled Bahasa Inggris, which can be in the form of texts and images.

C. The Formulation Of The Problem

Based on the background of the research problem above, the formulation of this research are:
1. Which form of peace value is the textbook's most commonly depicted?

D. The Objective Of The Problem

The aim of this analysis is to demonstrate the various types of common peace values in order to see how they are depicted in the textbooks. Besides, how distributes peace values in the textbooks issued by the Ministry of Education and Culture? This case is so important to do and to see whether the English textbooks published by the Education and Culture Office are in accordance with the government's decision on character building in the 2013 curriculum.

E. The Significance Of The Research

There are two contributions of research:
1. The results of this study contribute to the knowledge of readers that the value of peace is one of the big problems that must be resolved first in order to create a better understanding, both to humans and a better social life, including nature.
2. The result of these, the researcher hopes that these peace values can become a reference for textbooks so that peace needs to be disseminated and can be understood by students as

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an implementation and as part of a character building program in the curriculum 2013.

F. The Organization Of Writing

The preparation of this research is divided into several chapters so that readers can easily understand, the results of the research in depth such as:

CHAPTER I   : BACKGROUND OF THE STUDY

This chapter contains background issues, research focus, problem formulation, research objectives, research benefits, research, and discussion systematics.

CHAPTER II   : REVIEW OF RELATED LITERATURE

This chapter consists of three sub-chapters, namely the first contains a theoretical basis and a description of the theory, the second contains previous research, and the third subchapter contains a framework of thinking.

CHAPTER III   : RESEARCH METHOD

This chapter consists of 6 sub-chapters covering data for textbook analysis, type of research, research subject, Data sources, data collection techniques, and data analysis techniques.

CHAPTER IV   : FINDING AND DISCUSSION

This chapter contains the results of research which includes a description of the object of research, data analysis, and discussion of research results.

CHAPTER V   : CONCLUSION AND SUGGESTION

This chapter contains the conclusion from the research results, suggestions, then ends with a closing.

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