

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. THEORIES RELATED TO THE TOPIC

##### 1. Peace Value

Peace is the feeling of happiness and contentment within us and external strength in the midst of pain. Peace is a symbol of a civilized society.<sup>1</sup> The Peace corps was founded in Boston 1828. According to Galtung, peace education has three main objectives as follows: definition of violence, developing peaceful solutions to conflicts and providing results consistent with positive peaceful activities.<sup>2</sup> According to NavarroCastro and Nario-Galace, peace education is to cultivate knowledge, skills, attitudes, and values to transform thought patterns, attitudes, and behaviours that result in violent conflict.<sup>3</sup> According to Wendell HS peace education is cultural education, character development, and personal and community behaviour so that values such as integration, tolerance, respect, and a positive view of conflict can be applied in daily life.<sup>4</sup>

The definition of peace education is clearly described by UNESCO which argue s that peace education refers to the process of increasing knowledge, skills, attitudes, values, and adults to prevent conflict and violence, both open and structural; to resolve conflicts peacefully; and to create

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<sup>1</sup> Teachers Initiative, Towards Peace, and Value Education, —Teachers Initiative towards Peace and Value Education Pjaee, 17 (6) (2020)| 17, no. 6 (2020): 12802–6.

<sup>2</sup> Tuğba Selanik Ay and Abdullah Gökdemir, —Perception of Peace among Pre-Service Teachers,| *International Journal of Evaluation and Research in Education* 9, no. 2 (2020): 427– 38, <https://doi.org/10.11591/ijere.v9i2.20577>.

<sup>3</sup> Suadi, Saifuddin, and Fadli, —Incorporating Peace Education into Aqidah Akhlak Subject in East Aceh| 1 (2018): 467–72, <https://doi.org/10.1108/978-1-78756-793-1-00013>.

<sup>4</sup> Dinn Wahyudin, —Peace Education Curriculum in the Context of Education Sustainable Development (Esd),| *Journal of Sustainable Development Education and Research* 2, no. 1 (2018): 21, <https://doi.org/10.17509/jsder.v2i1.12354>.

conditions conducive to peace, both intra-personal, interpersonal, inter-group national.<sup>5</sup>

## 2. Peace Value Types

There are three forms of peace value, according to Balasooriya, as follows:<sup>6</sup>

### a. Inner Peace

Inner peace is a feeling that refers to a state of psychological or spiritual calm, intentional or unintentional, as for some of the inner peace, for example, such as freedom, insight, spiritual peace, feelings of kindness, compassion and satisfaction, art appreciation, harmony, peace with oneself, good health, absence of inner conflicts, joy, and feeling.

From the examples above Balasooriya stated there are two things that are linked to character development programs. The first is spiritual peace, this is linked to the religious peace of the character development.<sup>7</sup> Peace without justice is a weak peace that is shortlived, whereas peace with justice, which reduces not only physical but also structural and cultural conflict, is better and lasts longer. Once individuals realize that conflict, tension, violence, and war persist, it is possible to work to minimize their destructive effects without truly believing the impossible - that there is no war. According to Reardon While it may not be possible to eliminate all violence, this does not mean that we should not fight for that.<sup>8</sup> Solomon argues that Experiential learning

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<sup>5</sup> Wahyudin. —Peace Education Curriculum in the Context of Education Sustainable Development (Esd), *Journal of Sustainable Development Education and Research* 2, no. 1 (2018): 21, <https://doi.org/10.17509/jsder.v2i1.12354>.

<sup>6</sup> Meilina Indah Fitrianda, —Digital Digital Repository Repository Universitas Universitas Jember Jember Digital Digital Repository Repository Universitas Universitas Jember,*l* 2013.

<sup>7</sup> Meilina Indah Fitrianda, —Digital Digital Repository Repository Universitas Universitas Jember Jember Digital Digital Repository Repository Universitas Universitas Jember,*l* 2013.

<sup>8</sup> Sara Alnufaishan, —Peace Education Reconstructed: Developing a Kuwaiti Approach to Peace Education (KAPE),*l Journal of Peace*

will assist in redirecting college culture towards peace, providing opportunities for youth to influence and educate communities, and follow conflict resolution and violence hindrance programs. In their read, participants in such experiential programs get pleasure from the likelihood to mirror on their position in reference to the planet, build peaceful relationships with others, and take responsibility for the well-being of the community.<sup>9</sup>

Religion peace is also part of inner peace which is sometimes used as the last self defence mechanism, because if economic, social and cultural identities are destroyed, the last identity that cannot be broken through is religious identity, there religion can become a weapon but religion can also be a peace development. Religion deserves scrutiny. For decades, Gulf states have been fomenting and pushing radicalization by spreading their unique version of Islam to the rest of the world.<sup>10</sup> It is supported by Abdurrohman Wahid (Gus Dur) that Difference in belief does not limit or prohibit cooperation between one religion and religion anything else especially in matters which concern the interests of the people. Acceptance of cooperation will certainly be realized in life practice if interfaith dialogue. In other word, cooperation will not be possible without dialogue, therefore dialogue interfaith is also an obligation. Islam teaches people to always uphold peace in the world so that brotherhood can be tightly established. Islam also

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*Education* 17, no. 1 (2020): 83–106, <https://doi.org/10.1080/17400201.2019.1627516>.

<sup>9</sup> Lokanath Mishra, Tushar Gupta, and Abha Shree, —Guiding Principles and Practices of

Peace Education Followed in Secondary Schools of Mizoram, *International Journal of Evaluation and Research in Education* 9, no. 4 (2020): 1096–1101, <https://doi.org/10.11591/ijere.v9i4.20738>.

<sup>10</sup> Yin He, *China Rising and Its Changing Policy on UN Peacekeeping, United Nations Peace Operations in a Changing Global Order*, 2018, [https://doi.org/10.1007/978-3-319-991061\\_13](https://doi.org/10.1007/978-3-319-991061_13).

teaches how to deal with divisions and all intentional disputes dividing the people.<sup>11</sup>

### **b. Social Peace**

Understanding the principles of peace by social peace is one way to do so. Peace may also be described as harmony. Violence recently seems to have become more and more familiar in our culture. This is often characterized by a rise in the variety of forms of violence, ranging from social disputes to inter-village or inter-ethnic fights, bike gangs, student brawls, and even force. Danesh and her Integrative Theory of Peace (ITP) are important sources for describing peace as a construct, according to which peace is at once a psychological, social, political, ethical and spiritual state with intrapersonal expressions, interpersonal, intergroup and international fields of human life.<sup>12</sup> It was described by Fountain. As the process of fostering the awareness, skills, attitudes and values required to bring about changes in behaviour that will enable children, youth and adults, both openly and structurally, to avoid conflict and violence; to resolve conflict peacefully; and to create conditions conducive to peace, whether intrapersonal, interpersonal, intergroup, national or international.<sup>13</sup>

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<sup>11</sup> Nur Hidayat, —Nilai-Nilai Ajaran Islam Tentang Perdamaian (Kajian Antara Teori Dan

Praktek),| *Aplikasia: Jurnal Aplikasi Ilmu-Ilmu Agama* 17, no. 1 (2018): 15,

<https://doi.org/10.14421/aplikasia.v17i1.1271>.

<sup>12</sup> Virginia Canegallo et al., —The Relationship between Parenting Styles and Peace Attitudes,| *Journal of Aggression, Conflict and Peace Research* 12, no. 4 (2020): 185–95, <https://doi.org/10.1108/JACPR-04-2020-0493>.

<sup>13</sup> Rowell Ubogu, —Peace Education in Secondary Schools: A Strategic Tool for Peace Building and Peace Culture in Nigeria,| *Journal of Education and Practice* 7, no. 14 (2016): 88–

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<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=eric&AN=E J1102981&camp%0Alang=es&site=ehost-live&scope=site>.

The Indonesian people have made peace their priority. This aim is stated explicitly in the 1945 Constitution's opening manuscript. One of the spirits of freedom of the Indonesian people, according to the text, is founded on the desire to realize a world order based on everlasting peace and social justice. The pursuit of peace has become the foundation for the Indonesian people to always prioritize a peaceful life in the conduct of national and state affairs. As the word of God as follows:

"Indeed those who believe are brothers, so make peace between your two brothers (who are in disagreement) and fear Allah so that you may receive mercy." (QS. Al-Hujurat: 10).<sup>15</sup>

According to Hayadin, schools become social and open spaces where students of various ages can communicate with one another. These differences can either be a source of conflict that leads to bullying and abuse, or they can be a source of friendship.<sup>36</sup> And was supported by Misnah's argumentation the importance of solidarity and unity in a social structure, despite disparities in context and origin, while also respecting and recognizing diversity within the society.<sup>16</sup>

### c. The Nature of Peace

Peace with nature is necessary for getting the values of environmental peace as well as yourself. The way we can make peace with nature is by not destroying it. The disruption of the natural universe is one issue that is of great

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<sup>15</sup> <https://www.aida.or.id/2018/12/3217/islam-menganjurkan-perdamaian> <sup>36</sup> B Ratu, Misnah Misnah, and M. Amirullah, —Peace Education Based on Local Wisdom Nosarara Nosabatutu, *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling* 3, no. 2 (2019): 106–18, <https://doi.org/10.17509/jomsign.v3i2.20958>.

<sup>16</sup> Misnah. (2017). Pengembangan Pembelajaran Berbasis Kearifan Lokal Etnik Kaili dalam

Nosarara Nosabatutu Di Sulawesi Tengah Sebagai Proses Pembelajaran Sejarah Lokal Di SMA

(Penelitian Kualitatif Pada Suku Kaili Kabupaten Sigi Sulawesi Tengah). Universitas Pendidikan Indonesia: Disertasi

concern to date. Even though the growth of our human life is significantly influenced by this environment, both directly and indirectly. We need an environment to feed, drink, work, research, and preserve our health. Peace with nature is about harmony with the motherland and the natural world. Respect for life is one way to protect the motherland and prevent mass animal extinction. These resources and activities will help students become more conscious of extinct and endangered plant and animal species, as well as the effects of their extinction. It can help individuals, and particularly. According to Wiana, Human in this life has always been united with nature, which means humans to be precise use nature as paradigm in acting.<sup>17</sup>

Therefore, the purpose is that people are likely to have attitudes and actions in caring for the environment that always aim to avoid harm to the natural environment around it, as well as to improve attempts to restore natural damage that has been done. When access to these natural resources becomes the source of a conflict or, more commonly, is used to fuel a conflict, the picture becomes much more complicated. Nearly fifty armed conflicts active in 2001, according to Paul Collier, an expert on the economics of civil war, had a strong link to natural resource exploitation, in which either licit or illicit exploitation helped to trigger, intensify, or sustain violence.<sup>18</sup> This study guide will describe these certain natural environments that are typically involved in violent conflicts, the role as causes of conflict or escalation of conflict, and the role in managing conflict and bringing about peace to help students understand this role.

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<sup>17</sup> Ni Made Budiasih, —Perwujudan Keharmonisan Hubungan Antara Manusia Dengan Alam Dalam Upacara Hindu Di Bali,| *Widya Duta: Jurnal Ilmiah Ilmu Agama Dan Ilmu Sosial Budaya* 14, no. 1 (2019): 29, <https://doi.org/10.25078/wd.v14i1.1041>.

<sup>18</sup> United States Institute of Peace/Washington, —A Study Guide Series on Peace and Conflict For Independent Learners and Classroom Instructors Natural, Natural Resources , Conflict , and Conflict Resolution,| 2007.

### 3. Peace Values in Curriculum 2013

The curriculum is a collection of plans and objectives, content and instructional materials, and strategies for carrying out learning in order to fulfil such educational objectives.<sup>19</sup> The 2013 curriculum notes that peace values are an important part of character development. The curriculum must always be dynamic, anticipatory, and adaptable to changes in society, such that the curriculum must always be dynamic, following the development of society and science, and can continue to evolve, strengthen, and even renew itself. Furthermore, students must learn not only the cognitive component of the learning process in order to gain information and reflect what they have learned in their real life, but also they have to learn how to act better in social circumstances. In this scenario, the government developed a character-building program as part of the 2013 curriculum through the Ministry of Education and Culture. It is important to update it in order to address the community's needs over a period of time.<sup>20</sup> It is clear from this character-building program in Curriculum 2013 that the government attempted to provide some positive aspect in order to influence the student's character as a change agent. For the whole Indonesian country, having a good character is a must. When faced with such ethical choices or actions, consistently acting in compliance with values such as respect for others, justice, and accountability. The aim of the reward educational program, but instead effective educational growth, should be to meet the current needs and demands of the culture, society, and preferences of the population served. Peace values, according to Balasooriya,

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<sup>19</sup> C. Rudy Prihantoro, —The Perspective of Curriculum in Indonesia on Environmental Education, *International Journal of Research Studies in Education* 4, no. 1 (2014): 77–83, <https://doi.org/10.5861/ijrse.2014.915>.

<sup>20</sup> K. Mohanasundaram, —Curriculum Design and Development, *Journal of Applied and Advanced Research* 3, no. S1 (2018): 4, <https://doi.org/10.21839/jaar.2018.v3is1.156>.

a deliberate educational initiative aimed at achieving inner peace, social peace, and environmental peace.<sup>21</sup> Furthermore, character development will contribute to the development of eight principles, three of which are linked to peace. Religious, social peace, and peace with nature are the principles derived from character development. Character education has been integrated into the Indonesian national curriculum, and given the current situation, the curriculum will continue to develop in response to societal needs.

#### 4. English Textbook as Curriculum Document

The execution of the character development program is referred to English textbook as the affective included in agreement with curriculum

2013. It is important to understand how good the book is, as the curriculum records, in order to help the advancement of education in Indonesia. There are several different types of English textbooks for teaching and learning. Because of their strong connection to the classroom teaching and learning process, textbooks serve an important purpose in education. According to UNESCO (2010), textbooks are one of the most credible tools for active and productive learning. Good management textbooks provide guidance on how to plan classroom lessons with appropriate learning activities such as classroom exercises. As a result, learners' textbooks are critical in curriculum creation and are regarded as one of the most valuable tools and resources for effective curriculum implementation.<sup>22</sup>

English has been part of the curriculum and is formally teaching learning in high schools to university. Widodo said, There are several different types of English textbooks

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<sup>21</sup> Ay and Gökdemir, —Perception of Peace among Pre-Service Teachers. |

<sup>22</sup> Innocent Mutale Mulenga, —Development of Social Studies Learners' Textbooks for Secondary Schools in Zambia, | *Journal of Education and Practice*, no. March (2019), <https://doi.org/10.7176/jep/10-6-14>.



for teaching and learning purposes as a school subject.<sup>23</sup> It is general knowledge that students' use of textbooks and other learning materials in school has a positive impact on learning and overall educational quality. The availability of high-quality textbooks and other educational teaching and learning materials can thus be used to assess an education system's quality. However, if we are talking about providing quality education as envisioned in the fourth national development plan, then effective learners' textbooks exist for a reason, as Richard et al, pointed out. A quality textbook promotes learning and the educational expectations of a country that aspires to become literate.<sup>24</sup> Not only is it useful for international communication, but it is also required for employment or admission to an international college. There are several different types of English textbooks for teaching and learning purposes as a school subject. It is also supported by Ariyanto that

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<sup>23</sup> Widodo, H. P. (2016). Language policy in practice: reframing the English language curriculum in the Indonesian secondary education sector. *English Language Education Policy in Asia*, 127-151. DOI:10.1007/978-3-31922464-0\_6.

<sup>24</sup> Richard, A., Crabbe, B & Nyingi, M. (2014). *Textbook Development in Low Income Countries: A Guide for policy and Practice*. Washington DC: World Bank.

<sup>46</sup> Mutiara Ayu and Rita Indrawati, —EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook,| *Teknosastik* 16, no. 1 (2019): 21, <https://doi.org/10.33365/ts.v16i1.87>.

<sup>47</sup> Katalin Eszter Morgan, —Decoding the Visual Grammar of Selected South African History Textbooks,| *Journal of Educational Media, Memory, and Society* 6, no. 1 (2014): 59–78, <https://doi.org/10.3167/jemms.2014.060104>.

<sup>48</sup> Hussain Ahmad and Rashid Shah, —EFL Textbooks: Exploring the Suitability of

Textbook Contents from EFL Teachers` Perspective,| *VFAST Transactions on Education and*

*Social Sciences* 5, no. 1 (2014):

file:///C:/Users/gyorg/AppData/Local/Packages/Microsoft.Microso  
ftEdge\_8wekyb3d8bbwe/Temp State/Downloads/167-911-2-PB.pdf.

English textbook is a reflection of students' social practices. In this case, social activities apply to the social behaviours depicted in teaching materials that have the potential to influence students' behaviour.

The use of English textbooks benefits both teachers and students. It serves as a resource for teachers not only in delivering material, but also in providing the necessary input through various explanations and activities. Students should use textbooks to practice and perform tasks such as reading, grammar, pronunciation, vocabulary, listening, speaking, and writing.<sup>46</sup> Textbooks have the opportunities to create learning more enjoyable, lasting, and meaningful by actively engaging learners' cognition in a variety of ways, including visual processing, analytical thinking, questioning, testing hypotheses, and verbal reasoning, as long as they are well-designed.<sup>47</sup> EFL textbooks are at the center of the language teaching and learning process, serving as a portal to a language's linguistic elements as well as its cultural values.<sup>48</sup> In general, textbooks are helpful in assisting teachers in curriculum implementation because they follow the required curriculum and serve as instructions for offering learning opportunities for students.

##### **5. Textbook as Peace Value Medium**

Government policies in the field of education may have a significant impact on the development of curriculum materials in some cases. Textbooks serve a variety of purposes, including serving as content providers and facilitators by containing a wealth of valuable ideas,

knowledge, and activities that help students achieve their goals.<sup>25</sup> The skills, principles, and material required by the curriculum cannot be communicated without the use of textbooks. Textbooks are becoming the most relevant and only source of educational material and knowledge for

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<sup>25</sup> Sara Kasmaienezhadfard, Masoumeh Pourrajab, and Mohtaram Rabbani, —Effects of Pictures in Textbooks on Students' Creativity,| *Multi Disciplinary Edu Global Quest* 2, no. 14 (2015): 83–96.

teachers in certain cases.<sup>26</sup> Students have cultural experiences that are an important part of their lives so they can improve their activity and responsiveness in school.<sup>27</sup>

On the other hand, textbooks may be viewed as an ideological messaging device that conveys social ideals and beliefs.<sup>28</sup> The textbook is not only a curriculum paper, but also a social and cultural artefact that openly and covertly depicts ideals, certain socially accepted values, and philosophy, and serves to instil these values in students.<sup>29</sup> This means that the textbook's function is to direct students' engagement with these peace values medium in order for them to learn the precise ways of thinking, acting, doing, and valuing something.

Peace value can also be seen from the characteristics of one's own behaviour, so that the formation of good character is very important for the good of everyone. Character development is one of the objectives of education. Character education is the recognition of a person's positive and bad conduct. In Indonesia, for example, a character education program adopted in 2011

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<sup>26</sup> Robert C Meurant, —EFL / ESL Textbook Selection in Korea and East Asia - Relevant Issues and Literature Review Relevant Considerations for the Choice of a Textbook Series for Native English Teacher EFL Programs in East Asia,| *UCMA 2010: The 2010 International Conference on Ubiquitous Computing and Multimedia Applications*, 2010, 89–102.

<sup>27</sup> Robert T Sataloff, Michael M Johns, and Karen M Kost, —No Analysis of covariance structure related to health-related indicators for elderly people at home with a focus on subjective health sensation Judul, "n.d.

<sup>28</sup> Kwasi Opoku-Amankwa, Aba Brew-Hammond, and Francis Elsbend Kofigah, —What Is in a Textbook? Investigating the Language and Literacy Learning Principles of the 'gateway to English' Textbook Series,| *Pedagogy, Culture and Society* 19, no. 2 (2011): 291–310, <https://doi.org/10.1080/14681366.2011.582264>.

<sup>29</sup> Handoyo Puji Widodo, —A Critical Micro-Semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook,| 2018, 131–52, [https://doi.org/10.1007/978-3-319-63677-1\\_8](https://doi.org/10.1007/978-3-319-63677-1_8).

has permeated all school subjects. Character education, including English, must be specifically incorporated into all Indonesian school subjects in this case.<sup>30</sup> The Indonesian government wants to recognize the importance of character education in the school curriculum so that students recognize the importance of moral values. It is important to have a thorough understanding of textbooks as a tool for providing character education. Each piece of content contains a number of values that help students develop their character. It also has a correlation to the curriculum and syllabus goals. Of course, it's in line with the learning process.<sup>31</sup> This means that textbooks are one of the curriculum artefacts that serve as a secret agent of moral or meaning education. Teachers and students will engage throughout the learning process thanks to this textbook. In essence, the textbook is socio-historical rather than impartial, and it becomes a peace value medium in order to achieve policy goals.

## 6. Critical Discourse Analysis

Critical Discourse Analysis (CDA) is more effective at reframing the presentation of hidden values in an image. The important discourse analysis (CDA) has attracted a large number of scholars to work in a variety of fields, including textbooks, journals, and media. Various text characteristics, such as male or female names, pictures, pronouns, stereotypical roles, social actor behaviours, and other aspects, have been examined by previous

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<sup>30</sup> Joseph Ernest Mambu, —Challenges in Assessing Character Education in Elt: Implications From a Case Study in a Christian University, | *TEFLIN Journal - A Publication on the Teaching and Learning of English* 26, no. 2 (2015): 183, <https://doi.org/10.15639/teflinjournal.v26i2/183-208>.

<sup>31</sup> Nurul Lailatul Khusniyah and Indah Khomsiyah, —Culture and Religion Value in E-English Textbook for Junior High School: A Content Analysis, | *JURNAL SCHEMATA Pascasarjana UIN Mataram* 8, no. 1 (2019): 17–24, <https://doi.org/10.20414/schemata.v8i1.803>.

researchers. <sup>32</sup> CDA is an integrative theoretical perspective that examines the relationship between power and discourse, focusing on how authority, dominance, and social inequality are built, preserved, replicated, and resisted in written and spoken discourse.<sup>33</sup> The vocabulary used to define philosophies or beliefs that may or may not exist in the real world. On the one hand, CDA investigates and attempts to describe the dialectical relationship between semiotics (including language) and other aspects of social practice in great detail.<sup>34</sup> The CDA is a guide for academic study into power relations, ideological ruses, and hegemony.<sup>35</sup>

The CDA needs to focus on linguistic variables since they provide clues about social issues. CDA is defined as a method of linking social actors and social contexts in a document. CDA is a technique for studying how debate shapes politics, identities, and social experiences.<sup>36</sup> CDA is important because it examines and analyses the influence of social relationships and formulates a normative

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<sup>32</sup> Saeed Esmaeili and Ali Arabmofrad, —A Critical Discourse Analysis of Family and Friends Textbooks: Representation of Genderism,|| *International Journal of Applied Linguistics and English Literature* 4, no. 4 (2015): 55–61, <https://doi.org/10.7575/aiac.ijalel.v.4n.4p.55>.

<sup>33</sup> Franck Amoussou and Ayodele A Allagbe, —Principles, Theories and Approaches to Critical Discourse Analysis,|| *International Journal on Studies in English Language and Literature* 6, no. 1 (2018): 11–18, <https://doi.org/10.20431/2347-3134.0601002>.

<sup>34</sup> Norman Fairclough, —(To Appear in: R. Wodak & M. Meyer Eds. *Methods in Critical Discourse Analysis* 2,|| 2008, 1–28.

<sup>35</sup> Maryam Beiki and Neda Gharaguzlu, —The Analysis of Iranian English School Text Book : A CDA Study Based on Norman Fairclough 's 2001 Modell 4, no. 1 (2017): 55–67.

<sup>36</sup> Selda Unvar and Ali Rahimi, —A Critical Discourse Analysis of Discursive Structures in a Political Text,|| *International Journal of Science and Advanced Technology* 3, no. 3 (2013): 12– 20. <sup>61</sup> Faiz Sathi Abdullah, —Mass Media Discourse: A Critical Analysis Research Agenda,|| *Pertanika Journal of Social Science and Humanities* 22, no. February (2014): 1–16.

perspective from which such relationships can be criticized in terms of the likelihood of social change.<sup>61</sup> CDA provides a theory of the relationship between social practice and discourse structure, as well as a number of methods and techniques for assessing concretely contextualized language use or meaning output.<sup>37</sup> The concealed and ambiguous relationships between discourse, the philosophy that underpins it, and social practice become visible through CDA is one of the good ways to analyse the textbook.

## B. Previous Research

Several researchers have examined the educational ideals of harmony in English textbooks. The first is the research by Maha Shuayb Lebanese civilian textbook entitled "Human Rights and Peace Education in a Lebanese Citizenship Textbook". This research tries to analyse 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.<sup>38</sup> The aim of this study is to see how much human rights and peace education are addressed in civics textbooks. The content analysis approach's controlled observation and systematic counting help measure the frequency and variance in which the main themes occur. So this research uses quantitative to know the frequency and variance. The textbook is proportional in that it presents almost all of the principles of peace, education, and human rights, either directly or implicitly.

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<sup>37</sup> Anita Dremel and Renato Matić, —Discourse and/as Social Practice – The Analysis of the Problem of Resistance and Hegemony,| *Mediterranean Journal of Social Sciences* 5, no. 22 (2014): 155–66, <https://doi.org/10.5901/mjss.2014.v5n22p155>.

<sup>38</sup> Shuayb, —Human Rights and Peace Education in the Lebanese Civics Textbooks. | <sup>64</sup> Thursica Kovinthan Levi, —Incremental Transformations: Education for Resiliency in Post-War Sri Lanka,| *Education Sciences* 9, no. 1 (2019): 1–20, <https://doi.org/10.3390/educsci9010011>.

As a result, textbooks continue to emphasize didactic instruction and unquestionable truth. Furthermore, textbooks do not promote the philosophy of citizenship education, which includes the implementation of behavioural factors as well as citizenship application. In the same manner, Thursica

Kovinthan Levi's article "Incremental Transformations: Education for Resiliency in Post-War Sri Lanka".<sup>64</sup> adds to the current research on peace education by using qualitative content analysis to examine a series of six official civic textbooks during the civil war in Sri Lanka. The results revealed that the textbook promoted not only understanding, but also conflict resolution attitudes and skills such as cultivating compassion, empathy, and tolerance for other points of view, as well as inner peace and the ability to regulate emotions. The results revealed that the textbook not only imparted awareness, but also encouraged conflict-resolution attitudes and skills such as cultivating compassion, empathy, and tolerance for opposing viewpoints, as well as attitudes of inner peace and emotional control.

The second research is from 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 themselves use the peace values and cultural references contained in textbooks in their teaching.<sup>39</sup> The findings revealed four values: pluralism, indigenous peoples' rights, making harmony with nature and all ways of life, and appreciation of cultural products. Despite the fact that the textbook contains more inclusive subjects, cultural materials from some areas of the world, such as Asia and Africa, are underrepresented. The researcher hoped that critical textbook studies are required to expand the current study by examining moral and religious values, as well as gender-related values, whether indirectly or explicitly represented in other ELT

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<sup>39</sup> Setyono and Widodo, —The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis.|

textbooks published by different publishers in other countries where English is studied as an international language.

The third research is from Mehari Yimulaw Gebregeorgis entitled —Peace values in language textbooks: the case of English for Ethiopia Student Textbook. <sup>40</sup> The researcher showed that there is space for improvement. The realm avoids content concerning gender stereotypes and includes other reconciliations values that haven't been enclosed within the textbook. Inner peace, social peace, and peace with nature were the three types of peace principles. Peace ideals are ingrained in the textbook, according to the report. The presented examples aim at preaching a culture of hard work and upholding learners' self-image. recognising contributions from different walks of life is intended to boost students' self-concept, no matter in which profession they want to be involved Students may learn to care for others, express their suffering, and dedicate themselves to the good of life in all ways by participating in content and experiences that represent humans and animals in difficult circumstances. Inner harmony, social peace, and peace with nature are the three major types of principles advocated in the textbook.

The last research is from Marwan Darweish & Maamoon Abdulsamad Mohammed entitled —History education in schools in Iraqi Kurdistan: representing values of peace and violencel. <sup>41</sup> According to them, the textbook addresses peaceful and effective dispute resolution methods and uses historical events to explain how those principles have been promoted. The textbook's content emphasizes ideals associated with war and conflict rather than peace, reflecting the current state of affairs in many Muslim-majority Saudi Arabia, where violence, marginalization, and racism are all too popular. The finding from this research that the students are positioned as passive, docile beneficiaries of a single narrative approach that repeats

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<sup>40</sup> Fitrianda, —Digital Digital Repository Repository Universitas Universitas Jember Jember Digital Digital Repository Repository Universitas Universitas Jember.l

<sup>41</sup> Darweish and Mohammed, —History Education in Schools in Iraqi Kurdistan: Representing Values of Peace and Violence.l



and privileges ideas and beliefs that agree with the dominant group's ideology to the efficient in terms of values and peace education.

Most of the previous studies mentioned above are related to the overall analysis and contain peace values. This study differs from the previous research in that it attempts to analyse the value of peace education. The gap from the gaps in the previous research is peace in religion. Most of the research suggests to the next researcher to add the point of peace values, that is peace in religion. It is like one of the researchers said that extending work on textbook review digging into ideological, socio-political, sociocultural, and historical agendas should be the next research agenda. Finally, since textbooks represent and uphold cultural, moral, and religious values, future research should focus on the instructional prompts and tasks/activities in ELT textbooks.<sup>42</sup>

### **C. Framework**

The theoretical structure enables the researcher to clearly identify research entry points. It was chosen for the case study because it was assumed that if it contained peace principles, peace values could be deduced from the content of language (textbook) and activities (social, nature and religion of peace). Read the entire textbooks, use CDA to understand and interpret the contents of the textbooks, and specifically clarify the importance of the textbooks' credibility.

### **D. Research Context**

The 2013 curriculum must be implemented in all Indonesian schools in order to support students of good character. One of the qualities that must be instilled in students is peace values. It is hoped that including character education in this program would result in positive life changes. Education is an important aspect of life that contributes significantly to a country's growth

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<sup>42</sup> Setyono and Widodo, —The Representation of Multicultural Values in the Indonesian

Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis. |

and success.<sup>43</sup> The purpose of national education is to help students realize their full potential, intellect, personality, and noble character. In this case, schooling is meant to improve not only intellect but also personality and character. <sup>44</sup> The character is regarded as very significant and must be possessed by an eastern country like Indonesia. Indonesia is also noted for its strong commitment to life values.

Before we enter society, students who will become the nation's future generations must be prepared with character values. Character is a personality trait that an individual possesses. As a result, character development is an essential aspect of educational success.<sup>45</sup> School is an excellent place to start developing character since teachers will incorporate character qualities into the learning process, which is also part of the educational curriculum. The instructor would almost definitely require a textbook as a guide during the learning process. Textbooks are one of the most popular types of learning materials used in language instruction.<sup>46</sup> Textbooks express a clear world view and stress particular value structures in addition to serving as a learning tool and guide. They reflect 'official information,' as well as the government's desire to better educate students.

To associate school learning activities with awareness of the importance of character education, a device such as a curriculum is required. Students with a positive and powerful personality will benefit from a character-based program. Learning English today will help us understand life in developing countries, as well as the fact that developed

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<sup>43</sup> Leo Agung, —Character Education Integration in Social Studies Learning, | *Historia: Jurnal Pendidik Dan Peneliti Sejarah* 12, no. 2 (2018): 392, <https://doi.org/10.17509/historia.v12i2.12111>.

<sup>44</sup> Curriculum English Textbook of the Tenth Grade, | 2013, 2–13.

<sup>45</sup> Syamsu A. Kamaruddin, —Character Education and Students Social Behavior, | *Journal of Education and Learning (EduLearn)* 6, no. 4 (2012): 223, <https://doi.org/10.11591/edulearn.v6i4.166>.

<sup>46</sup> Csilla Weninger, —Textbook Analysis, | *The Encyclopedia of Applied Linguistics*, 2018, 1–8, <https://doi.org/10.1002/9781405198431.wbeal1489>.

countries depend on human capital in addition to natural resources. People in developed countries are well-behaved, particularly when it comes to honesty. The curriculum for English education is often linked to developed Western countries. As a result, language learning is critical for students, especially in English, where all of their acts and words represent the values of their cultural identity.

