

CHAPTER I INTRODUCTION

A. Background of the Problems

One issue that has become an increasingly bigger concern in recent years is extremism and radicalism. In today's pluralist societies, the emergence of conflict is inevitable. Radicalism, in the context of religion, is defined as ideology that aims to make drastic change within the social and political system by using extreme or violent means in the name of religion.¹ This ideology can affect anyone, including children, teenagers, and adults.² The conflict and violence caused by this type of ideology can occur between people from different ethnicities, tribes, races, groups, religions,³ and even within the same religion.⁴ This problem, if not fixed immediately, will threaten the harmony and peace within the society and can damage the unity of any nation, especially one that is as highly multicultural and diverse as Indonesia.

To combat the influence of these extreme or radical ideas as well as fostering tolerance and harmony, moderation is believed to be the key. Moderation means choosing a middle position between two extremes. Its Arabic equivalent, *wasath* or *wasathiyah*, can also signify "superiority, justice, purity, nobility, and elevated

¹ Tim Penyusun, *Moderasi Beragama* (Jakarta: Badan Litbang dan Diklat Kementerian Agama RI, 2013), 45.

² Hanif Muhammad Kamil, Hudzaifah Achmad Qotadah, and Iqbal Syafri, "The Enforcement of Counter-Radicalism through Educational Values (Analytical Analysis of the Book of I'tiqād by Al-Bukhārī)," *Khazanah Sosial* 2, no. 3 (2020): 179–89, <https://doi.org/10.15575/ks.v2i3.10035>.

³ Abdurrohman Kasdi, "Wasathiyah Islam as the Road to Moderatism in Indonesia," *Al-Albab* 8, no. 2 (2019): 179–92, <https://doi.org/10.24260/alalbab.v8i2.1356>.

⁴ Yuminah Rahmatullah, "Radicalism, Jihad and Terror," *Al-Albab* 6, no. 2 (2017): 157, <https://doi.org/10.24260/alalbab.v6i2.731>.

status,”⁵ as well as “the best choice.”⁶ Moderation is a value that can help develop harmony in social affairs from personal all the way to global level. The concept of moderation itself is deeply rooted in the teachings of almost all major religions on a fundamental level. Therefore, if all believers of any religion truly understand the teachings of their religion, extreme or radical ideologies should not emerge.

Considering its significance in maintaining peace and harmony in our modern world, it would be very beneficial if the values of moderation are integrated into the curriculum. Its importance is further underlined by a report from Indonesian National Counter Terrorism Agency’s which shows that students’ involvement in radicalism is high.⁷ In fact, students are one of the most vulnerable group targeted by radical ideology. Therefore, there needs to be an effort to instill the values of moderation to our students’ mind. One of the ways of doing that is by integrating them into the hidden curriculum of the textbooks used, including English textbooks.

Az-Zafi states that intolerant doctrine is suspected to have infiltrated some educational institutions.⁸ Therefore, religious moderation values which are already contained in Al-Quran should be integrated into formal education system. The study found that the values in Al-Quran that can be integrated into formal education include justice, openness, wisdom, and balance. Furthermore,

⁵ Mohammad Hashim Kamali, *The Middle Path of Moderation in Islam*, 2015, <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>, 9.

⁶ Penyusun, *Moderasi Beragama*, 16.

⁷ Saca Suhendi, Wagdy Abdel-Fatah Sawahel, and Kafil Yamin Abdillah, “Preventing Radicalism through Integrative Curriculum at Higher Education,” *Jurnal Pendidikan Islam* 6, no. 1 (2020): 79–94, <https://doi.org/10.15575/jpi.v6i1.8498>.

⁸ Ashif Az Zafi, “Penerapan Nilai-Nilai Moderasi Al-Qur’an Dalam Pendidikan Islam,” *Jurnal Studi Ilmu-Ilmu Al-Qur’an Dan Hadis* 21, no. 1 (2020): 23, <https://doi.org/10.14421/qh.2020.2101-02>.

Siswanto's study entitled *Islamic Moderation Values on the Islamic Education Curriculum in Indonesia: A Content Analysis*⁹ analyzed Islamic moderation values in Indonesian national curriculum through Religious Education textbooks. He recognized the importance of religious moderation in the curriculum because of the emergence of extremism, intolerance, as well as radical and terrorist movements in educational institutions. The study found that Islamic moderation concept is reflected in the content material, even though it is not explicitly mentioned.

The use of textbooks is ubiquitous in English classes around the world, including Indonesia. The vast majority of teachers around the world use textbook to give their teaching structure and direction as well as to help their students.¹⁰ Meanwhile, to facilitate language learning, textbooks cannot simply present the language as an abstract system by describing its grammatical rules and vocabulary. Textbooks must present the language as how it is used in the real world by discussing various kinds of topics and subject contents so that learners are able to use the language in real situation.¹¹ The topics and subject contents being discussed in the textbook will inevitably convey some social and cultural values which are embedded in them.¹² Furthermore, according to Schissler as quoted in Pingel, textbooks do not only convey knowledge, but also transmit a general understanding of the rules and norms of the

⁹ Siswanto, "The Islamic Moderation Values on the Islamic Education Curriculum in Indonesia: A Content Analysis," *Jurnal Pendidikan Islam* 8, no. 1 (2019): 121–52, <https://doi.org/10.14421/jpi.2019.81.121-152>.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Pearson Longman, 2007), 182.

¹¹ Alan Cunningsworth, *Choosing Your Coursework* (Oxford: Macmillan Education, 1995), 86.

¹² Cunningsworth, 90.

society.¹³ In other words, besides the subject material itself, the social and cultural values carried in a textbook are also important.

Because of the effects they bring to students' perception and attitudes in general,¹⁴ the values carried in a textbook must be taken into consideration when choosing which textbook to use in a classroom. Consequently, numerous studies have been done to analyze the values carried in textbooks. The issues raised in these studies are varied, ranging from human rights,¹⁵ religion,¹⁶ gender representation and stereotypes,¹⁷ ¹⁸ disabilities,¹⁹ to LGBT topics.²⁰

¹³ Falk Pingel, *UNESCO Guidebook on Textbook Research and Textbook Revision, United Nations Educational, Scientific and Cultural Organization*, 2nd ed. (Paris, 2009).

¹⁴ Cunningsworth, 90.

¹⁵ John W. Meyer, Patricia Bromley, and Francisco O. Ramirez, "Human Rights in Social Science Textbooks: Cross-National Analyses, 1970-2008," *Sociology of Education* 83, no. 2 (2010): 111-34, <https://doi.org/10.1177/0038040710367936>.

¹⁶ Biook Behnam and Mohammad Amin Mozaheb, "Identity, Religion and New Definition of Inclusiveness in Iranian High School EFL Textbooks," *Procedia - Social and Behavioral Sciences* 70 (2013): 1099-1108, <https://doi.org/10.1016/j.sbspro.2013.01.164>.

¹⁷ Jackie F.K. Lee, "Gender Representation in Japanese EFL Textbooks—a Corpus Study," *Gender and Education* 30, no. 3 (2018): 379-95, <https://doi.org/10.1080/09540253.2016.1214690>.

¹⁸ Kenneth W.K. Law and Annie H.N. Chan, "Gender Role Stereotyping in Hong Kong's Primary School Chinese Language Subject Textbooks," *Asian Journal of Women's Studies* 10, no. 1 (2004), <https://doi.org/10.1080/12259276.2004.11665965>.

¹⁹ Karen Kow Yip Cheng and Amir Biglar Beigi, "Addressing Students with Disabilities in School Textbooks," *Disability and Society* 26, no. 2 (2011): 239-42, <https://doi.org/10.1080/09687599.2011.544063>.

To put simply, any topic that is relevant to the social issues of the time can be raised and used to analyze the value content of textbooks.

An example of textbook analysis is a study by Behnam et al entitled *Identity, Religion, and New Definition of Inclusiveness in Iranian High School EFL Textbooks*²¹ which analyzes the inclusion of religion and culture in EFL textbooks in Iran. It was found that Shi'ite Islam, which is the dominant religion in Iran, is represented in subtle way in Iranian high school EFL textbooks. Meanwhile, religious minorities in Iran are not represented. Even though this can be considered as a failure in a “western viewpoint of equality,” the researchers argue that this is not the case in Iran which has theocratic government system. This, according to the researcher, is the government’s effort to foster unity among all Iranians.

Even though many studies have been done on the value content of textbooks, it is still hard to find one that specifically deals with religious moderation in EFL Textbook. For that reason, and after taking the aforementioned issues into consideration, the researcher is motivated to conduct a study on how the values of moderation are represented in English textbooks used in Indonesia. The book chosen is English textbook entitled “Bahasa Inggris: When English Rings a Bell” for 7th grade. The book is chosen because it is published by The Ministry of Education, which means that they should best represent the Ministry’s vision of the ideal English textbook and be the default choice for most English teachers in Indonesia.

B. Focus of the Research

The research focuses on the values of religious moderation carried in the EFL textbook intended for 7th grade Junior High

²⁰ Ian K. MacGillivray and Todd Jennings, “A Content Analysis Exploring Lesbian, Gay, Bisexual, and Transgender Topics in Foundations of Education Textbooks,” *Journal of Teacher Education* 59, no. 2 (2008): 170–88, <https://doi.org/10.1177/0022487107313160>.

²¹ Behnam and Mozaheb, “Identity, Religion and New Definition of Inclusiveness in Iranian High School EFL Textbooks.”

School published by The Ministry of Education. These values can be embedded in texts and images found in the book.

C. Formulation of the Problem

Based on the aforementioned background, the problem in this research is what are the values of moderation represented in the EFL textbook for 7th grade Junior High School published by The Ministry of Education?

D. Objectives of the Research

Based on the aforementioned problem, the objective of this research is to explain what moderation values are represented in the English textbook for 7th grade Junior High School published by The Ministry of Education.

E. Significance of the Research

The result of this research is expected to contribute theoretical and practical significance to teachers and students.

1. Theoretical Significance

This research is expected to provide new findings on the integration of moderation values in English textbooks.

2. Practical Significance

a. For teachers

The result of this research is expected to help teachers in choosing textbook based on the integrated moderation value. Additionally, it gives teachers awareness of the moderation values integrated in the book, which helps them convey those values more effectively.

b. For principals and supervisors

The result of this research can help school principals and supervisors in considering which textbook to use, as well as supervising the circulation of textbooks used at schools.

c. For English textbook writers

The research is expected to give additional insight for textbook writers to take moderation values into account in the development of English textbooks.

- d. For education officials

The research can provide additional findings that can be considered in creating policies regarding the development of English textbooks.

F. The Organization of the Paper

This paper is divided into five chapters, which include:

1. Chapter I – Introduction

This chapter presents the foundation of the research, including background, research focus, problems, objectives, significance, and the organization of the paper.

2. Chapter II – Literature Review

To maintain the validity and reliability of the research, theories related to the topic are provided in this chapter.

3. Chapter III – Research Methodology

This chapter presents the method used to conduct this study.

4. Chapter IV – Findings and Discussions

This chapter contains an overview of the research object, description of the research data, analysis of the research data, as well as the results of the analysis.

5. Chapter V – Conclusion and Suggestion

What can be concluded from this research as well as suggestions based on the conclusion are presented in this chapter. This is the end of the paper.