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## **CHAPTER I**

### **INTRODUCTION**

This chapter explains the introduction of the thesis in which the researcher discusses the background of the study, identification of the problem, delimitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

#### **A. Background of the Study**

Violence, criminal acts, bullying, and other forms of crime are inevitable at the global or even at the educational context level. It is a serious and concerning issue. Such cases occur at various levels of education, from elementary school to higher education in Indonesia (BBC News Indonesia, 2023; detikcom, 2023; Putri, 2022; Rahman, 2022; Utomo, 2023). Various factors that influence the occurrence of violence, crime, and bullying in educational settings include mental and emotional disorders (Limbana et al., 2020), lack of supervision and control by the authorities (Solimannejad et al., 2022), the influence of media and technology (Al-Rahmi et al., 2019), and lack of education about tolerance (Calp, 2020). Handling this requires cooperation and efforts from various parties, especially educational institutions, government, families, and society (Yosep et al., 2022).

In light of this, peace values need to be taught in schools. Peace values refer to moral and ethical values that promote peace, harmony, tolerance, and peaceful conflict resolution in relationships between individuals, groups, communities, and countries (Sacipa et al., 2006). Peace values are the foundation for healthy relationships, the development of stable communities, and the creation of an



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inclusive and harmonious social environment. Peace values are crucial in building a peaceful and sustainable society (Balasooriya, 2001a). Through education and the development of peace values in individuals from an early age, society can create a generation that is more empathetic, collaborative, and able to resolve conflicts peacefully (Christie, 2012). By applying these peace values in various aspects of life, including in school curricula and public policies, a stronger foundation of peace and a more harmonious and secure social environment will be created and built stronger (Johnson, 2005).

Peace is not simply the absence of conflict or physical violence. It is an active process involving tolerance, understanding, and mutual respect between individuals and groups (Smoker, 1981). In a diverse society like Indonesia, it is essential to understand and appreciate cultural and ethnic diversity as a wealth that can enrich society. Through peace values, people are invited to communicate openly and dialogue in the face of differences so that conflicts can be resolved peacefully and do not harm the parties involved (Bentrovato & Nissanka, 2018). Indonesia is a country of incredible diversity, and in such a multicultural environment, potential conflicts can arise due to differences in views, values, and traditions between groups. Therefore, peace values are the main basis for creating and maintaining social harmony amidst these differences (Rumahuru & Gaspersz, 2021). Overall, the importance of peace values in Indonesia's culturally and ethnically diverse society cannot be underestimated. Through understanding and implementing peace values, Indonesian society can create an inclusive social environment, and face challenges together in a spirit of cooperation.



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In Indonesia's educational context, the government and educational institutions play an active role in preventing violence. The content of peace values can be taught to the students primarily through textbooks (Widodo et al., 2018). Since the implementation of the *Kurikulum Merdeka* (Independent Curriculum) in 2022, the Indonesian Ministry of Education and Culture, Research, and Technology issued Decree of the Minister of Education and Culture Number 56 of 2022 concerning Guidelines for Implementing the Curriculum in the Context of Learning Recovery. It was later updated by Decree of The Indonesian Ministry of Education and Culture, Research, and Technology Number 262 of 2022 concerning Amendments to Decree of the Minister of Education, Culture, Research, and Technology Number 56 / M / 2022 concerning Guidelines for Implementing the Curriculum in the Context of Learning Recovery which requires schools to adapt to the structure of the *Kurikulum Merdeka* in school.

In the *Kurikulum Merdeka*, the Indonesian Ministry of Education and Culture, Research, and Technology gives schools the freedom to consider and determine textbooks. This freedom allows schools to adapt to school needs while still considering the quality criteria for textbooks that follow the curriculum (Rizki & Fahkrunisa, 2022). The character education formulated in the *Kurikulum Merdeka* is the *Pancasila* Students Profile (*Profil Pelajar Pancasila*) value. *Pancasila*, as an Indonesian ideology, describes the identity of the Indonesian nation (Suryantari, 2022). In the process of implementing the *Kurikulum Merdeka*, the Indonesian Ministry of Education and Culture, Research, and Technology provides textbooks designed taking into account their *Kurikulum Merdeka* in SIBI (Indonesian Book



Information System), which can be accessed for free and easily by teachers and students on the official website of the Indonesian Ministry of Education and Culture, Research, and Technology (Rahim et al., 2023). With changes to the curriculum, the teaching materials provided to students, especially through textbooks, are expected to contain the Character of *Pancasila* Students values. One of its values is global diversity which promotes peace values.

It is important to know whether the textbook as a teaching material contains peace value. By observing previous research, various representations of peace values were contained in textbooks. Research on peace values can be found in one of the African nations and a few Asian and Southeast Asian countries. In Ethiopia student textbook grade nine represented peace values. Inner peace, for example, a positive self-concept, good health, and compassion; social peace such as tolerance, solidarity, and social responsibility; and peace with nature, for instance respect for life in all its forms and care for the environment were reflected in Ethiopia's student textbook grade nine. However, this textbook portrays gender stereotypes, which is in opposition to the egalitarian concept of peace (Gebregeorgis, 2017). Additionally, the imbalance of representation was also reflected in secondary school textbooks in Pakistan (Hayat & Sarwar, 2018). Further, even in the mathematics primary school textbook grade five in Pakistan did not contain the peace value. There needed to be improved peace values represented in English, General Science, Social Studies, and *Islammat* textbooks, and the Urdu textbook was the better (Ashraf & Huma, 2021). Moreover, the analysis of history textbook in Iraqi Kurdistan represented a small peace value, and even the curriculum seems to



promote differences between Muslims and non-Muslims and to incite violence (Darweish & Mohammed, 2018).

In the Indonesian context, there are numerous representations of peace values in the several Indonesian ELT textbooks used by several schools that implement the 2013 curriculum in Senior High School, including inner peace (e.g., texts show someone writing a job application letter), social peace (e.g., showing students with different physical appearance), and peace with nature (e.g., report text addressing environmental responsibility), especially in English textbook in tenth, and the twelfth-grade Senior High School. In these researches, social peace is the most prominent value reflected in the textbooks (Arif et al., 2022; Azis et al., 2022; Turnip & Yanto, 2021a).

Through this discussion, it was seen that there were several research gaps regarding peace values in the Indonesian context. First, although several studies have been conducted in Indonesia, there has been no research that specifically discusses the peace values in ELT textbooks at the Junior High School level. Second, there has been no research that examines peace values in ELT textbooks under the *Kurikulum Merdeka*. Third, there has been no research conducted to examine peace values by collecting the data through interviews.

This study was undertaken to address a significant void in the existing research literature by analyzing the peace values in the ELT textbook for Junior High School recommended by the Indonesian Ministry of Education and Culture, Research and Technology, which has been adapted to the *Kurikulum Merdeka*. The textbook that has been analyzed was *English for Nusantara* for seventh-grade



published by the Ministry of Education, Culture, Research, and Technology in 2022. This objective directly addressed the gap in existing research by focusing on the specific context of the Indonesian educational system. The researcher focused on investigating the representation of peace values in the ELT textbook at the Junior High School level under the *Kurikulum Merdeka* and the teachers' implementation of peace values from the textbook in the classroom activities which has not been extensively studied before.

Three factors led to the selection of the textbook for this study. First, it is a widely used textbook recommended for the school that applied *Kurikulum Merdeka*. Second, it is the most recent version of the English textbook for the seventh-grade of the *Kurikulum Merdeka*. Third, the chosen textbook includes various images or visual texts, including single images, images with speech bubbles, and images with dialogue texts that may express a variety of peace values.

To analyze the representation of peace values in the textbook, the researcher used Critical Discourse Analysis using a three-dimensional framework by Fairclough. When investigating the relationships between educational practices and social environments, CDA is a useful approach. For instance, CDA has been used to examine connections between teaching, learning, and curricula (Mullet, 2018a), students' identities in various contexts and across time (Tamatea et al., 2008), textbook depictions of culture (de los Heros, 2009), and ideological viewpoints of educators' impact on their methods of teaching practice (Llewellyn, 2009).

Therefore, through the Critical Discourse Analysis on *English for Nusantara* textbook for seventh-grade students under the *Kurikulum Merdeka*, this



study aimed to investigate the representation and implementation of peace values in the ELT textbook at the Junior High School level under the *Kurikulum Merdeka*. By filling the gap in the previous research, this study sought to provide insight into how peace values are combated in educational materials and these significances fostering cultural peace in Indonesian schools.

## **B. Identification of the Problems**

Based on the research background, the researcher identified an urgent need to educate students on peace values, especially Junior High School students, through English textbooks. Education on peace values is essential to shape a more empathetic, collaborative generation, and able to resolve conflicts peacefully (Mishra et al., 2020; Tanyel & Kiralp, 2021; Yanniris, 2021). In this effort, the researcher saw the urgency to analyze textbooks used by Junior High School students, mainly textbooks provided by the Indonesian Ministry of Education and Culture, Research, and Technology. By analyzing the *English for Nusantara* for the seventh-grade Junior High School textbook, the researcher hoped to identify how peace values have been integrated with the existing curriculum and provide input for further improvement. Through this analysis, it is hoped that students can be more exposed to peace values that will help them deal with challenges and conflicts in everyday life harmoniously and sustainably.

## **C. Delimitation of the Problem**

In order to make the discussion more focused, the researcher delimits this research problem. The researcher only focused on analyzing an English textbook for Junior High School seventh-grade published by the Indonesian Ministry of



Education and Culture, Research, and Technology which can be accessed directly on its official website, SIBI (Indonesian Book Information System). This textbook is entitled *English for Nusantara* for seventh-grade Junior High School. The researcher specifically analyzed text and pictures that represent the peace values contained in this textbook.

#### **D. Formulation of the Problem**

Based on the background of the study above, the researcher formulated the statement of the problem as follows:

1. What specific peace values such as inner peace, social peace, and peace with nature are represented in the textual and visual content of the *English for Nusantara* for seventh-grade textbook under the *Kurikulum Merdeka*?
2. How are peace values represented in the *English for Nusantara* for the seventh-grade textbook under the *Kurikulum Merdeka*?
3. How do teachers implement the representation of peace values from the *English for Nusantara* for seventh-grade textbook in the classroom activities?

#### **E. Objective of the Study**

Based on the formulation of the problems, the objectives of the research are:

1. To examine the specific representation of peace values such as inner peace, social peace, and peace with nature in the textual and visual content in the *English for Nusantara* textbook for the seventh-grade students under the *Kurikulum Merdeka*.
2. To explore how the peace values are conveyed in the *English for Nusantara*





for the seventh-grade textbook under the *Kurikulum Merdeka*.

3. To investigate how teachers implement the peace values from the *English for Nusantara* for the seventh-grade textbook under the *Kurikulum Merdeka* in the classroom instructions and activities.

## **F. Significance of the Study**

This research is expected to bring valuable advantages to various stakeholders, including teachers, publishers, the government, and future researchers.

1. For students

This research is expected to give impactful results to the students. By understanding the urgency of learning peace values, students can increase their awareness in implementing peace values in their lives, not only in the educational context that can prevent bullying, violence, or discrimination against other students, teachers, or other people in school but also largely in society.

2. For teachers

The findings of this research offer valuable insights and practical implications to teachers who are responsible for implementing the curriculum in English language instruction. By understanding how peace values are integrated into English textbooks, teachers can effectively incorporate these values into their teaching strategies, promoting a peaceful and harmonious learning environment while nurturing students' conflict-resolution skills.

3. For publishers



For textbook publishers, this research can serve as a valuable reference in developing future editions of English textbooks. By identifying the extent of peace values integration in the current textbooks, publishers can make informed decisions to enhance the content and align it more closely with the goals of *Kurikulum Merdeka*.

4. For the government

The research outcomes can be beneficial to the government, a significant participant in the education sector. It allows the government to evaluate how effectively the *Kurikulum Merdeka* is promoting peace values. Valuable feedback from the research can empower policymakers to make necessary adjustments to the curriculum.

5. For future researchers

This research contributes to the existing literature and creates a foundation for future researchers interested in textbook evaluation, curriculum implementation, and peace education. By addressing the specific context of English textbooks under the *Kurikulum Merdeka*, future researchers can build upon this study's findings and delve deeper into related aspects of promoting peace values in education.

6. For the Environment

This study also contributes a long-term significance to the broader society changes over time. When peace values are taught to students at school and implemented well in their social lives, then students can contribute to creating peace in the environment. Thus, it can reduce the rate of violence and increase



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social cohesion.

#### 7. For Global Citizenship

The implementation and promotion of peace values in the context of education contribute to the development of peace among global citizens in the face of complex global challenges, such as conflict resolution, environmental sustainability, and social justice.