



The Portrayal of Peace Values Embedded in the Indonesian ELT Textbook as a Site of Character Education for Secondary High School Students

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Abstract

This study examined what peace values are represented in English textbook for Tenth-Grade Senior High School students published by the Ministry of Education and Culture of the Republic of Indonesia by using visual semiotics of Roland Barthes. The study explored visual images about peace values in English textbook for tenth-grade Senior High School students to be analyzed by using of Roland Barthes's theory of visual semiotics which develop two aspects in visual semiotics' meaning-making: denotation and connotation are to expose the image representation in the form of ideas and values within it. The findings show that there are three categories of peace values represented in the English. The most represented peace values can be found in the target textbook is social peace. On the other hand, peace with nature were seriously under-represented through images in the target textbook. Therefore, an innovative way from English teachers in delivering vary teaching and learning activities related to the images given in the textbook is absolutely essential for the students implement character building proposed by ministry of education in their daily lives.

Keywords: EFL textbook, Peace Values, Visual Semiotics.

Introduction

Peace education is a major challenge globally (Reardon, 1988) due to the fact that the peace value is a strategic and urgent issue in the 21st century and for the next period. The variety of internal and external issues that could potentially lead to conflict might be faced by a country. Some conflicts can lead to acts of intolerance, violence, persecution, discrimination, hostility latent, and so on. Therefore, the peace values become an important need to be continuously transmitted to the learner through education in an effort to create people with a good character.

According to Gulati and Pant (2013), quality education is education that integrates the peace values in it. In Indonesia, peace education can readily be integrated into values education as a subject. Values education has become the government concern and has been realized in the form of character education in the 2013 curriculum. However, following the 2013 curriculum, teachers are required to integrate character education into their teaching-learning processes, so the students can instill character virtue or peace values. In this case, the term “teaching-learning processes” is for all school subjects including English. As communication specialists (Larson, 1990), language teachers should be at the forefront of promoting peace education.

In EFL contexts, textbook is such corporate material that mostly used in teaching and learning process. Textbooks are used for giving the knowledge and skills as well as transferring the values to the new generation (Ersoy and Sahin, 2012). Due to this, textbooks have the potential to promote the values in explicitly and implicitly on every aspect of the textbook such as language, content, presentation or display, and illustration. In the context of EFL classroom, textbooks need to contain a mission to attainment of students’ peace values in the learning materials of the four language skills and the language components.

The issue of peace education has been investigated by some researchers in different countries by applying different tools of analysis. From the seven studies reviewed, there are two articles investigating peace education in EFL context (i.e. Gebregeorgis, 2016; Kruger, 2011). In non EFL context, there are three articles investigating peace education in Civics textbooks (i.e. Wulandari and Murdiono, 2018; Bentreovato and Nissanka, 2018; Shuayb, 2015), one article investigating peace education in History textbook (Darweish and Mohammed, 2017), and one article investigating peace education in general school textbook (Ide, Kirchheimer, and Bentreovato, 2018). The specific issues of peace education investigated are: how to claim a more prominent role for the analysis of school textbooks when studying peace and conflict (Ide, Kirchheimer, and Bentreovato, 2018), how far peace education values have been integrated into the curriculum (Darweish and Mohammed, 2017; Kruger, 2011), how textbooks addressed human rights and peace education (Shuayb, 2015; Bentreovato and Nissanka, 2018), and what peace values that the contents of textbooks reflect (Gebregeorgis, 2016; Wulandari and Murdiono, 2018).

It is revealed that there is no study of peace values in EFL context conducted in Indonesia. It means that the peace values represented in EFL textbooks in Indonesia have never been investigated by researchers. Besides, the study that analyzed visual images that provide information about peace values using Barthes visual semiotic analysis has never been investigated in the previous studies. Therefore, to fill this gap, this study was conducted to analyze English textbook for tenth-grade Senior High School students by applying Barthes visual semiotic analysis to find out the peace values represented in the textbook to support what the government said that the implementation of character education should be applied

continually.

Based on the research background stated above, there are some questions to be answered related to the focus of this research:

1. How does the English textbook for tenth-grade Senior High School students promote the peace values?
2. To what Extent are peace values implemented in classroom settings?

Based on the research questions, the objectives of this research are to analyze images (pictures, photographs, diagrams) that contain explicit and implicit messages about peace values represented in the target textbook and to investigate to what extent peace values are implemented in classroom settings.

Method

To analyze the peace values represented in the target textbook, multimodal perspective was chosen as the research design since it help to give in-depth understanding on how such values are constructed in textbooks (Johnston and Buzzelli, 2007). In this research, peace values in the textbook can be decoded by using CDA since it is a qualitative analytical approach that describes, interprets, and explains the ways in which discourses are constructed (Wodak and Meyer, 2009). As put by van Dijk (1995), visual discourse analysis is ideology analysis since ideologies are typically expressed and reproduced in discourse and communication, including non-verbal semiotic messages, such as pictures, photographs, and movies. In addition, CDA is a diverse field that has explored discourse and social meanings (e.g. Kress, 1985; Fairclough, 1989; Wodak, 1989; van Dijk, 1991, among others). Furthermore, in this article, the researcher chose document analysis as a method to collect the data. According to Marshal (2006), there are four kinds of method of gathering information, they were: 1) Participating in the setting, 2) Observing directly, 3) Interviewing in depth, and 4) Analyzing document and material culture. The present study aims to examine the peace values represented in the images in the textbook. Hence, the appropriate method to analyze such images is visual semiotic analysis. In a semiotic sense, signs take the form of words, images, sounds, gestures, and objects. There is a specific sub-domain of semiotics that analyses the way visual images communicate a message, which is visual semiotic. Leeuwen (2001) stated that Barthes's visual semiotic analysis possess layering of meaning as its key idea to investigate what, or who is being depicted and what ideas and values are expressed through what and how the image is represented. The present study analyzed images that represented information about peace values in English Textbook for Tenth-grade Senior High School students published by Ministry of Education and Culture of Indonesia in revised edition 2017. It was conducted by using visual semiotic analysis of Roland Barthes. Barthes uses the denotative and connotative 'levels of meanings' to analyze the signs in visual object. Denotation is what all people see without relates it to their society, culture or ideology (Bouzida, 2014).

Results

Social Peace

As a part of peace values, social peace arises from human interaction, a peace that involves the harmony of human relations at all levels (United Nations Educational, 2005). As stated before, the selected textbook contained 18 images representing social peace such as cooperation (six images), tolerance of differences (two images), harmony arising from human relationships at all levels (a group of images that consists of five images and one single image), mutual understanding (one image), and friendship (a group of images that consists of three images). The first image representing the act of cooperation is located in Chapter 1 “Talking about Self”. The image is located in page 2 as the Warmer activities with the title “Chinese Whisper”.



Denotatively, the image shows an illustration of four girls standing together to play Chinese whisper. The girl standing on the far right is the prompter. She opens her hand and put it in front of her mouth to whisper the clue. The three other girls also open their hand and put their hand beside their ear to listen the clue from the prompter. They wear formal clothes in different colors and they have different hair styles. Their expressions show that they do the activity happily. They are different, but they are able to work together harmoniously. The image is followed by two instructions. The first instruction is: “Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher’s explanation and do the activity as quickly as possible. Try to be the winner.”, and the second instruction is: “Discuss with your classmate what characters your group needs in order to do the activity successfully and to become the winner.”. The image is a part of a warmer activity, related to the title of the Chapter (Talking about Self) and the second instruction of the image, the students probably are hoped to learn and understand their own characters and their friends’ characters through the activity. From the first instruction and the second instruction, it is expected that the students collaboratively work with their partner and achieve the goal together. Connotatively, the image shows an act of cooperation, as Wulandari and Murdiono (2018) stated that cooperation interpreted as a cooperative process and the principle of working together to pursue common goals.

The second image that shows an act of cooperation is located in Chapter 2 “Congratulating and Complimenting Others”. It is in page 36 as a part of Task 2 with the title “Let’s play ball throwing”. Image 2: Six students wearing high school uniform are playing ball throwing



Denotatively, the image shows an illustration of a situation where six students are playing ball. There are three female students and three male students. They wear high school uniform. One female student wears a hijab. Connotatively, the image expresses an act of cooperation. It can be seen from the instruction of the activity, that is: “Your teacher will tell you how to do ball throwing activity in groups. In turns, give a compliment to your classmates and respond to that nicely”. This activity is the implementation of the title of the chapter, since the title of the chapter is “Congratulating and Complimenting Others”. Not only as the implementation of the title of the chapter, this activity also followed by instruction that asks the students to do the activity in groups. The students need to finish the task together with their friends and regardless of the differences that exist between them, since the image shows six students with different gender and different styles. It means the students are going to do the activity that expresses an act of cooperation. As stated by Beck (2005), the students acknowledge their class as a community supported by their similarities and differences and are able to convey a clear sense that a community is strengthened through cooperation.

Inner Peace

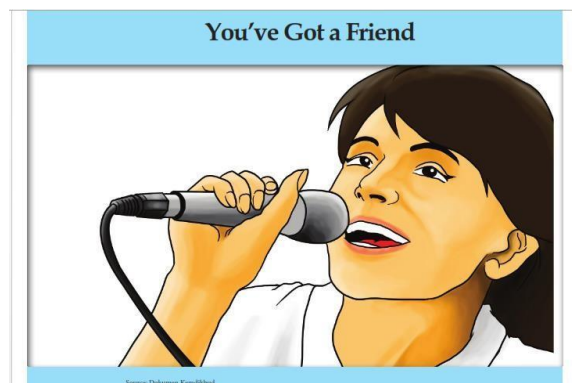
Inner peace is a peace that arises from within, in harmony with oneself (United Nations Educational, 2005). The textbook provides two images that represent acts of inner peace, those are located in Chapter 1 (“Talking about Self”,



page 1) and in Chapter 15 (“You’ve Got a Friend”, page 193). The images are about a student wearing hijab and a girl sings with a microphone in her hand.

Denotatively it shows an illustration of a girl who wears a white shirt, a blue long skirt, and a blue hijab. She is smiling. She brings some books and carries a backpack. Connotatively, related to the title of the Chapter which is “Talking about Self”, the image expresses a person that shows a spiritual peace as a part of inner peace. It is because the hijab represents a Muslim identity as hijab is a dress code for

Muslim adult women that is required by the Holly Qur'an. It can be assumed that the image shows a female student who confidently shows her spiritual identity as well as shows her responsibility as a female Muslim. The government assure the people to conduct their religious worship in constitution. This image considers the Islamic values that hold a pivotal role as the most portrayed values in Indonesian students' social background that dominantly related to multireligious values that acknowledge the equal opportunity for females and males to get education and job (Ariyanto, 2018).



Denotatively, the image shows an illustration of a girl who is singing with a microphone in her hand. She has black hair and wears a white shirt. The girl in the image looks happy. Because the girl looks happy, it means that she feels joyful. This image is a cover of Chapter 15 and the title of the chapter is "You've Got a Friend". Besides the title of the chapter, "You've Got a Friend" is also a title of a song by James Taylor. The song lyrics tell about a person who has a friend and his friend will help him every time he needs his friend. It can be seen from some parts of the lyrics which are "You've got a friend; you just call out my name and you know where I am. I'll come running to see you again.". From the correlation among the image, the title of the chapter that is also the title of a song, and the lyrics of the song, it can be seen that the girl feels joy so she sings happily because she has a friend, and from this explanation, this image connotatively expresses an act of joy as a part of inner peace. Alipour, Pedram, Abedi, and Rostami (2012), stated that happiness, many maintain, is about feeling good. Regarding the general definitions of happiness, we come across with especially being pleased and well-being, and in daily life, some other words are also used such as joy, peace, excitement and pleasure (Kaya and Ileri, 2016).

Peace with Nature

Peace with nature views the importance of the earth as the cradle of human civilization, as well as efforts to create harmony with the natural environment (United Nations Educational, 2005). The textbook provides one image that represents an act of peace with nature. It is located in page 50 as the cover of the

Chapter 4 “Which One is Your Best Getaway?”. The image is about two boys carrying bag and holding stick like they are going to climb a mountain.



This image denotatively shows two boys facing the mountain. They are carrying bag and holding stick. The background of the image is a mountain with many spruces. The boy standing in front of the other boy wears a grey shirt and carries a green backpack. The other boy standing behind the boy wears a grey skirt, wears a yellow skirt and carries a grey backpack. They both have black hair. Connotatively, this image expresses an act of peace with nature because this image shows a situation where the two boys are going to climb a mountain. It can be seen from the bag they are carrying and the stick they are holding. Related to the title of the Chapter, “Which One is Your Best Getaway?”, it can be assumed that they are going to climb the mountain as their getaway. The boys choose to go to the mountain as their holiday rather than go to the mall or shopping center which might be more convenient to do, it means they want to make themselves feel harmony with nature. Climbing mountain is an activity that can express peace with nature, because climbing mountain is an activity that can make people feel the harmony with nature. United Nations Educational (2005) stated that peace with views the importance of the earth as the cradle of human civilization, as well as efforts to create harmony with the natural environment.

DISCUSSION

Based on the result of the analysis, images in the English textbook for tenthgrade Senior High School students published by the government as the implementation of curriculum 2013 consisted of peace values as a part of character values of the National Character Building. Ministry of National Education (Kementrian Pendidikan Nasional/Kemendiknas) (2010) stated that textbook is used as learning sources and the sources should contain the character values. The findings show that there are three categories of peace values represented in English textbook for tenth-grade senior high school students, those peace values are inner peace, social peace, and peace with nature. The findings show that the content of peace with nature were seriously under-represented in images of the target

textbook and the most represented peace values is social peace. Social peace as the most represented peace values found in the target textbook probably because it is a universal value that is trying to be emphasized for the sake of universal character building.

Social Peace

The first social peace that can be found in the target textbook is cooperation. Cooperation is the process of groups of organisms working or acting together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit (Lindenfors, 2017). The textbook offers images and activities that preach cooperation through tasks that lead the students to work together. It also happens in the previous studies, Gebregeorgis (2016) and Wulandari and Murdiono (2018), found that act of cooperation represented by the content of the tasks. As Johnson and Johnson (1989) stated that cooperation exists when individuals work together in a group in order to promote both their individual learning outcomes as well as the learning outcomes of their peers. Therefore, it can be claimed that game is one significant indicator of cooperation process.

The second social peace can be found in the target textbook is tolerance of differences. Tolerance is a virtue and implies acceptance of difference (Anker & Afdal, 2017). Considering the fact that “tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human” (UNESCO, 1995), students are acquainted with different people and different cultures so that they will appreciate the multi-cultural and multi-ethnic nature of world and avoid stereotyping and prejudice towards others. In K13 curriculum, tolerance stands as one of eighteen values that promoted by the Government. It can happen probably because tolerance has a high value for Indonesian students since Indonesia has a high diversity.

The next social peace is act of mutual understanding. As stated in Merriam Webster Dictionary, the meaning of mutual is shared between two or more people or groups, and the meaning of understanding is a willingness to understand people’s behavior. In other words, mutual understanding is a sympathy of each person for the other. In line with Serin (2017) stated that “in modern diverse societies individuals should respect each other and develop mutual understanding”, the textbook provides an activity that preach act of mutual understanding. The activity is followed by an image as the example of mutual understanding. The image tries to show to the students about how to life in harmony by understanding each other’s needs by not imposing self-interest. Ilchenko (2005) stated that policies and programs in the field of education should help to improve mutual understanding, solidarity and tolerance, both between individuals and between ethnic, religious, social, cultural and linguistic groups and nations. Education for mutual understanding should be considered as an urgent imperative. In this regard, it is necessary to encourage systematic and rational methods of teaching mutual understanding.

The last social peace can be found in the target textbook is act of friendships.

According to Merriam Webster Dictionary, friendship is a relationship between friends. Vaccarino and Hawke (2011), stated that for some people, a friend is someone they talk to every now and again; for others a friend is someone they do things together with; whilst for others a friend is someone with whom they can share their problems and concerns. Students usually form friendly terms and relationships with the fellow students. Kurtoglu (2019) stated that some national and universal values such as “justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness, etc.”, which are aimed to be gained in Course Teaching Programs by the end of secondary education, are quite important in order to establish a wealthy society. It is in line with the fact that besides the family, students’ main environment is school. Kapur (2018), stated that forming a social circle and friendships have a positive effect upon the academic outcomes of the students. It is also causing social satisfaction and happiness in one’s student life (Kudari, 2016).

Inner Peace

The next peace values can be found in the target textbook is inner peace. Inner peace refers to a state of being mentally and spiritually at harmony. As United Nations Educational (2005) stated that inner peace is a peace that arises from within, in harmony with one self. The first image represented inner peace expresses act of spiritual peace. Spiritual refers to a broad set of principles that transcend all religions (Kansal & Paliwal, 2012). The textbook offers images that preach spiritual peace. Some images show women wearing hijab. The hijab represents a Muslim identity because hijab is a required dress code for Muslim adult women by the Holly Qur’an:

“And say to the believing women that they should lower their gaze and guard their modesty; that they should not display their beauty and ornaments except what must ordinarily appear thereof; that they should draw their veils over their bosoms and not display their beauty except to their husbands, their fathers, their husbands' fathers, their sons, their husbands' sons, their brothers, or their brothers' sons or their sisters' sons, or their women or the servants whom their right hands possess, or male servants free of physical needs, or small children who have no sense of the shame of sex, and that they should not strike their feet in order to draw attention to their hidden ornaments. And O you Believers, turn you all together towards Allah, that you may attain Bliss.” (Quran 24:31).

The next image represents act of joy as a part of inner peace. Joy is a feeling of great happiness, in line with Kaya and Ileri (2016) that stated “regarding the general definitions of happiness, we come across with especially being pleased and well-being, and in daily life, some other words are also used such as joy, peace, excitement and pleasure”. The textbook preaches act of joy by providing images with the characters that smiling. Smiles can be interpreted as an action of feeling good. Alipour, Pedram, Abedi, and Rostami (2012), stated that happiness, many maintain, is about feeling good. By feeling happy or joy, the students can finish their

responsibility well. It means joy can give a positive effect upon the academic outcomes of the students. The students will feel pleased to do all of the activities in school.

Peace with Nature

The last peace values can be found in the target textbook is peace with nature. Peace with nature means that human relations with other beings are controlled and represents ideal situation. As United Nations Educational (2005) stated that peace with views the importance of the earth as the cradle of human civilization, as well as efforts to create harmony with the natural environment. The textbook provides the act of peace with nature through images. These images can lead the students to know how important to keep the natural environment saved. Kaya and Ileri (2016) stated that natural environment and nature, since not accommodating negative factors affecting human health, have positive effect on physical and mental health, and thus on happiness, such as they can do reforestation or learn about water pollution to make them understand how important to save the nature.

Furthermore, in order to reveal the second research question, teachers can introduce aspects of peace education into their students in two ways: through infusing their own teaching and curriculum with the principles of peace education; or through introducing peace-related content into the curriculum (Reardon, 1988). In order to foster social peace, concerning the first way, teachers can add more activities that make the students work together with their friends such as discussions, role-plays, problem-solving, games, pair, and group work. As stated before that social peace can be found in the target textbook are: cooperation, tolerance of differences, harmony arising from human relationships at all levels, mutual understanding, and friendship; activity that offers the opportunity for the students to work together with their friends can cover all the social peace found in the target textbook. The activity that offers to work together also provides students with the necessary skills, attitudes, and knowledge to develop self-awareness, interpersonal skills, and creativity in order to participate peacefully in the expression, negotiation, and interpretation of meaning (Kruger, 2011).

The second way peace education can be introduced into the English classroom is through introducing global issues and peace related-content into the curriculum. According to Swenson and Cline (1993) and Yoshimura (1993), in classes in which global issues and peace-related content were introduced, students participated more, attend more frequently, displayed increased interest and excitement, and had higher levels of motivation. Through doing this, teachers provide students with the opportunity not only to consider, understand and appreciate others, but also to become part of a global civil society (Birch, 2009). This way is suitable to foster inner peace since there are so many issues about religious freedom that related with spiritual peace and issues about helping each others that related with joy or happiness. This way is also suitable for peace with nature since there are so many issues about having due care for the environment. An example issue about environment that recently happened in Indonesia is forest fires. The

teachers can lead the students to understand about the bad impact of forest fires to the earth. It can make the students be aware to care for the environment and can make the students stress the necessity of being friendly to one's environment to benefit from it without negatively affecting the ecological peace of one habitat.

Conclusion

Based on the result of the analysis and discussion, it can be concluded that there are three kinds of peace values have found in the selected textbook. Those are social peace, inner peace, and peace with nature. The analysis showed that there are eighteen images represent social peace, two images represent inner peace, and one image represents peace with nature. However, the findings show that the contents of peace values, moreover peace with nature, were seriously under-represented through images in the target textbook and the most represented peace value is the act of social peace. Social peace is the most represented peace values can be found in the target textbook because it is a universal value needed by the students.

The selected textbook promotes peace values by providing 21 images in photograph and illustration. This study's results show that an imbalanced representation in the target textbook exists. In relation to this, to raise the optimal implementation of the three categories of peace values that are parts of character values of the National Character Building, teachers should use other ways to teach character values to the students by looking for additional materials that contain peace values or teacher can develop the material creatively for the teaching and learning processes.

In order to overcome imbalance, English textbooks should provide more images that represent peace values' materials that focus on peace with nature to help the students improving their peace values through images. English teachers should also consider the representation of peace values in EFL textbooks as an essential part in teaching English as a foreign language, since language and character values are inseparable in language learning. It is hoped and suggested for further studies to analyze deeper dealing with peace values in another textbook by using other theories.

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