

## THE REPRESENTATION OF PEACE VALUES IN THE ELT TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS

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**Abstract:** In today's era, acts of violence often transpire among senior high school students. An effective way to prevent this issue is by integrating peace values into the educational field and strengthening the role of textbooks as a medium to present universal values. In other words, the use of textbooks has the potential to promote peace values through textbook artifacts. Due to this, the current study aimed to investigate the representation of peace values in the ELT textbook entitled '*Bahasa Inggris English for Change*', which serves as the learning medium for eleventh-grade senior high school students. This study is a descriptive qualitative design using critical discourse analysis and conducted in the Indonesian EFL context. A document analysis process was used to collect the data, which was analyzed using the Multimodality framework of Kress & Leeuwen. The findings show that two pictures and four photographs with the verbal texts represented peace with nature, and two pictures with the verbal texts represented inner peace. In line with this, the findings are beneficial for increasing understanding about the way to foster inner peace and peace with nature for the present and future generations.

**Keywords:** Inner Peace, Multimodality, Peace With Nature,

### INTRODUCTION

The imparting of peace values is essential to shaping peaceful attitudes among students, especially in today's era, where countless conflicts and violence have arisen in society. At the beginning of 2024, the cases of violence among senior high school students in Indonesia showed 896 students as the highest data of the victims, and the perpetrators were mostly their friends or peers (The Indonesian Ministry of Women Empowerment and Child Protection, 2024). On the contrary, the curriculum used in Indonesian schools is the emancipated curriculum, which upholds peace values and opposes the act of violence. Hence, the nurturing of peace values among the students becomes an urgent issue that needs to be addressed (Balasooriya, 2001).

The integration of peace values in the educational field might be effective in overcoming this issue, since education is a tool for conveying peace values by affecting students' minds to form noble characters and attitudes which assist them in confronting the challenges (Bashir & Akbar, 2021; Hasan & Juhannis, 2024; Khan, 2014). Therefore, it can be concluded that the integration of peace values in education can assist students in avoiding violent action, which might contribute to creating a peaceful life for the present and future.

Along the same line, the integration of peace values in the educational field can be strengthened through textbooks, since it is a part of the curriculum that helps students become involved in such values as a way to anticipate them to gain an understanding of the opportune ways in thinking, behaving, doing, valuing, and being in the world (Georgescu & Bernard, 2007; Widodo, 2018). Furthermore, a textbook is a medium to deliver universal values (Gebregeorgis, 2016). As a result, the textbook is expected to potentially promote peace values explicitly and implicitly through the textbook artifacts.

The word 'peace' refers to actions that invigorate harmony in the manner people speak, hear, and socialize, and prevent the measure of injuring, endangering, or exterminating human beings (Bey & Turner, 1995) cited in (Balasooriya, 2001). In the same line, value is human nature, which includes an attitude, behavior, and experience that guide personal actions (Miller, 2005). Therefore, peace value is a value that emerged in human beings that aims to avoid the presence of violence and contains peaceful actions to create a harmonious life and well-being world for all.

Peace values come from three primary sources, as have been proposed by Balasooriya (2001), which include inner peace, social peace, and peace with nature. According to Balasooriya (2001), inner peace consisted of harmony and peace with oneself, good health, absence of inner conflicts, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion, contentment, and appreciation of art, social peace consisted of peace between man and man, men and women as well, harmony arising from human relationships at all levels, conflict reconciliation, and resolution, love, friendship, unity, mutual understanding, acceptance, co-operation, brotherhood, tolerance of differences, democracy, community-building, human rights, and morality, and peace with nature consisted of harmony with the natural environment and Mother Earth.

The role of textbooks focuses on conveying the knowledge of a course subject and spreading skills and values to the younger age group (Ersoy & Sahin, 2012; Gebregeorgis, 2016). Along the same line, Widodo (2018) argued that the existence of values in ELT textbooks can be represented through visual artifacts (pictures, photographs, and diagram trees) and verbal text (spoken and written text). Thus, the combination of visual artifacts with the verbal text in the textbook has the potential to be a medium of peace values that are used by the teachers as value agents to critically transfer the knowledge of peace values to the students. As a result, the students can gain insights into the importance of implementing peace values, which might influence them to behave peacefully. As Ariyanto (2018) said that textbook provides knowledge that leads students to implement social actions. Due to this, conducting study that focused on analyzing peace values in the ELT textbook is important, since textbook can be one of the peace values transmitters that possibly form noble characters, and leads students to achieve and implement the sociocultural attitudes and behaviors relating to the aspects of peace values to create a peace-loving environment for the present and future generations.

Some previous studies have been carried out to analyze peace values in the different ELT textbooks. For instance, Gebregeorgis (2016) reviewed the content and activities of peace values and prejudices in the ELT textbook for Ethiopian students in grade nine using sociological discourse analysis. The findings show that the textbook contained inner peace, including good health and compassion, social peace, including tolerance, solidarity, and social responsibility, and peace with nature, including caring for the environment as well as the world. Moreover, Turnip and Yanto (2021) analyzed peace values in the ELT textbook based on the 2013 Curriculum for twelfth-grade students approved by the Indonesian Ministry of Education and Culture using critical discourse analysis. The findings show that the dominant peace values are social peace with five findings, inner peace with two findings, and peace with nature with one finding. Furthermore, Arif et al., (2022) analyzed peace values in the ELT textbook for tenth-grade students based on the 2013 curriculum approved by the Indonesian Ministry of Education and Culture using visual semiotic analysis. The findings show that social peace is the dominant peace value with eighteen images, inner peace with two images, and peace with nature with one image.

The previous studies revealed that there is still no research examining peace values in the emancipated curriculum ELT textbook for the eleventh grade of senior high school students in Indonesia. Moreover, there was a methodological gap where the Multimodality framework had not been implemented in the previous studies. Thus, the current study used a Multimodality framework to examine the peace values that the ELT textbook for senior high school students represent. The selection of Multimodality is suitable for the focus of this study, which is to perceive and uncover the hidden meanings of the discourse represented through the modes of visual artifacts (pictures, photographs, and diagram trees) with the accompanying verbal text (written text) contained in the target textbook. Multimodality discourse pioneered by the work of Kress and Leeuwen contained principles for the critical analysis of visuals and text within the broader CDA tradition (Mayr, 2015 in Tannen et al., 2015; Ledin & Machin, 2020).

## METHOD

This study was conducted in the Indonesian EFL context, and aimed to find out what peace values the '*Bahasa Inggris* English for Change' textbook represent. The textbook has been approved by the Indonesian Ministry of Education, Culture, Research, and Technology, released in 2022, and written by Indonesian authors with 266 pages and 5 chapters. This study used a descriptive qualitative design using critical discourse analysis (CDA). CDA is applied in this study because it was suitable to uncover the hidden meanings of peace values discourse represented in visual and verbal modes. CDA focuses on the verbal text that uses other semiotic modes to create meaning (Kress & Leeuwen, 2006). Therefore, CDA can be used to discover and reveal what peace values are promoted in educational discourse that is expected to establish appropriate social practices among students as part of society. The data source in this study was gained from one printed ELT textbook, entitled '*Bahasa Inggris* English for Change'. The selection of the target textbook was because, 1) it was published by the Indonesian Ministry of Education, Culture, Research and Technology; 2) it was used as a learning medium in the teaching-learning process at Indonesian schools; 3) the visual artifacts accompanied with the verbal text of peace values in the selected textbook are rarely analyzed by any researcher because it was newly released in 2022.

The data in this study were collected through the document analysis (Bowen, 2009) process, which contains systematic procedures. The procedures were adapted from Widodo (2018), which include choosing a textbook suitable for the research necessities, selecting the data from each chapter that correlates with the elements of peace values, accumulating the data and entering it into the table, reviewing the data to ensure data compatibility, and analyzing the data. In the data collection process, the researcher only selected the content that match with the criteria of selection in this study, such as accord to the visual artifacts (pictures, photographs, and diagram trees) accompanied by the verbal text (pertains to written text) which aligned with the elements of inner peace, social peace, and peace with nature proposed by Balasooriya (2001). Moreover, the collected data were analyzed through some steps, 1) identifying the collected data of peace values; 2) categorizing the data by providing codes i.e. visual artifacts and verbal text of inner peace (VAVT – IP), visual artifacts and verbal text of social peace (VAVT – SP), visual artifacts and verbal text of peace with nature (VAVT – PWN); 3) analyzing the data in-depth using the Multimodality framework by Kress & Leeuwen (2006), which consists of three meta-functions, namely representational, interactional, and compositional meta-function.

## FINDINGS AND DISCUSSION

The textbook contained 8 findings representing the two categories of peace values: peace with nature and inner peace. There are 2 pictures and 4 photographs accompanied by verbal text that represent peace with nature, and 2 pictures accompanied by verbal text represent inner peace.

**Table 1: The Findings of The Study**

Unit	Theme	Coding	Description	Page	Values
2	Love Your Environment	VAVT – PWN 1	The picture of compiling sorted waste, with the accompanying verbal text about the waste bank in Indonesia	76	Peace with Nature
4	Indonesian Environmental Figures	VAVT – PWN2	The photograph and the accompanying verbal text of Salsabila Khairunnisa as the young environmentalist who co-founded The Jaga Rimba youth movement	157	Peace with Nature
4	Indonesian Environmental Figures	VAVT – PWN3	The photograph and the accompanying verbal text of Tasya Kamila, who has the Green House Foundation	159	Peace with Nature
3	Healthy Life for a Healthy Future	VAVT – IP1	The picture of a family jogging, and the accompanying verbal text about the benefits of jogging for physical and psychological health	112	Inner Peace
3	Healthy Life for a Healthy Future	VAVT – IP2	The picture of the doctor and the patient, and the accompanying verbal text about the benefits of adequate sleep and the disadvantages of sleep deprivation	116	Inner Peace

### *Peace with Nature*

The findings of peace with nature in this study were related to the idea of harmony with the natural environment and Mother Earth.

The first visual artifact in the form of a picture with verbal text related to the idea of harmony with the natural environment and Mother Earth was located in Chapter 2, ‘Love Your Environment’.

**Figure 1: VAVT – PWN1: Compiling sorted waste**

### Modeling of Text

#### Activity 3

Study the meaning of the following words.

Table 2.6 Meaning of Words

Words	Meaning
toxic	Containing or being poisonous
municipal	Of or relating to the internal affairs of a major political unit
landfills	An area built up by landfill
vehemently	Forcibly expressed
pattern	Something design or used as a model
sole	Being the only one
haul	To move something by hauling
vast	Very great in size

Source: Merriam Webster, n.d.

#### Activity 4

Work individually. Read the text carefully.

##### Waste Not, Want Not: "Waste Banks" in Indonesia

In Indonesia, your garbage gets mixed together with the garbage of millions of households, creating mountains of toxic waste too large to contain in municipal landfills. As experts in the field would argue, solid waste management is not the sole responsibility of a municipal government, but a collective one. As populations grow and consumption patterns increase, more and more solid waste is

2. What are the three sections in the garbage's classification?

3. What does paragraph two talk about?

4. What kind of value is referred to in the phrase "This value" in paragraph four?

5. Why is it important to set the value of the garbage by the collectors?

created- and landfills can only take so much waste! So what to do? The World Bank in Indonesia is currently exploring how to improve solid waste management, and scaling up 'waste banks' is one option.



Picture 2.19 Compiling sorted waste

What is a 'waste bank'?

Waste banks – or "bank sampah" as they are called in Indonesian – can be found in neighborhoods across Indonesia. At waste banks, the waste created by the household is divided into two categories – organic and non-organic. Organic waste gets turned into compost, while non-organic waste is divided further into three categories: plastic, paper, plus bottles and metal.

The vast majority of eco-friendly households in Indonesia keep three bins or three large garbage bags in their homes; over time they began separating their waste into three different sections. Once their three bins and garbage bags are filled up, they bring their haul to a neighborhood waste bank where they then "make a deposit".

Like a regular commercial bank, you open up an account with your local waste bank. Periodically, you make deposits with your non-organic solid waste, which are weighed and given a monetary value, based on rates set by waste collectors. **This value** is saved in your account from which, like a regular bank, you can withdraw. The basic principles of waste banks remain the same across provinces: collect, save, earn, change behavior, and enjoy a clean neighborhood.

Source: Salim, n.d.

#### Activity 5

Answer the following questions

- What is the text about?
- What activities can you find in a waste bank according to the text?
- What would make the waste bank program a success?
- What can you conclude after reading the text?
- If you have an account in a waste bank. What will you do with your deposit?
- Will you create a waste bank in your neighborhood?

### Representational Metafunction

Figure 1 shows one female and two males standing at the waste bank. The hand gesture of the man in the center forms a powerful vector, relating one of the represented participants' actions in compiling sorted waste, which includes transactional action. It has a goal, as he (the actor) is putting the plastic bottle into the sack. However, the other actions are non-transactional as their hands are not putting anything in.

The series of active verbs (material process) in the accompanying verbal text associated with the represented participants, such as *keep*, *separate*, *bring*, inferring a representation of the steps to depositing the waste at the waste bank. Moreover, *collect*, *save*, *earn*, *change*, *enjoy* are drawn the inferences as the actions of collecting the waste, saving it in the waste bank, earning money, changing behavior, and enjoying the clean environment.

This representation can be applauded as a collective effort to reduce the piles of waste in the environment, which remains silent in society. Indeed, it also required the role of students as part of society. In other words, the existence of the representation of peace with nature in this textbook

was expected to increase students' awareness of protecting and caring for the surrounding environment as a form of personal morality (The Indonesian Ministry of Education, Culture, Research, and Technology, 2022).

### ***Interactional Metafunction***

The picture above was identified as a demand. As stated by Kress and Leeuwen (2006), demand is when the represented participant directly gazes at the viewer, wants something from the viewer, and positions the viewer to have an imaginary relationship with the represented participant (Kress & Leeuwen, 2006). Therefore, it implies that the represented participants are inviting the students to take part in implementing such actions to maintain the environment's immaculacy.

The picture is a long shot with a frontal horizontal angle. Long shots make the viewer only have a public, impersonal relationship with the represented participants (Kress & Leeuwen, 2006). It implies that the represented participants only represent the general action to reduce the quantity of waste as the social practices of our society. The frontal horizontal angle implies that the creator wants to align the viewer with the represented participant. As stated by Kress and Leeuwen (2006), the view of frontal angle is part of our world, and we are connected with it. Thus, the students are involved with the portrayed activity, which strengthens the message that they are part of a society that has a role and mandates to participate in the waste bank to preserve the clean environment.

To find the interplay between picture, verbal text, and the accompanying activity, the first stage is relating the relationship between the picture and the verbal text as a part of the activity (Weninger, 2020). In the picture of compiling sorted waste, the verbal text of the waste bank, and the accompanying activity of answering questions related to the verbal text can be completed directly by students without looking at the picture. In this case, the interplay may be included as text enhancing Chapelle (2016) cited in (Weninger, 2020) where the picture aims to portray specific information from the verbal text, and make the text more substantive for the students.

### ***Compositional Metafunction***

The double-page spreads show that the left page contained mostly verbal text, and the right page contained verbal text accompanied by a graphically salient picture. In a compositional layout perspective of Kress and Leeuwen (2006), the left is the given, which means something which familiarly known, and the right is the new or the unknown, and requires a lot of attention. Based on the left page conclusion, which emphasized *the quantity of garbage in Indonesia has reached a large number, and the solid waste management is the responsibility of all Indonesian people*, as given means that it has been known and agreed upon by the students. Meanwhile, the right page emphasizes that *waste bank is a solution to overcome waste issues and focuses on terms and steps in solid waste management that can benefit the community's economy and create a clean environment* as the new is the new knowledge for students related to the waste banks' benefits on society and the environment.

The size of the represented participants in the picture is small, which may have less salience for the students as the viewers. Moreover, the picture and the verbal text are framed together in a weak frame. It demonstrates that they are connected. In the context of the meaning of color in visual design, grey has the meaning of calm, brown means warmth, and yellow means optimism (Ledín & Mechín, 2020). This further implies that the represented participants are careful, calm, and optimistic in compiling sorted waste to achieve a healthy environment.

The second visual artifact in the form of a photograph with verbal text related to the idea of harmony with the natural environment and Mother Earth was located in Chapter 4, 'Indonesian Environmental Figures', particularly on page 157. The analysis is represented on the following paragraphs.

Figure 2. VAVT – PWN2: Salsabila khairunnisa

Paragraph 6 f) Laetania Belai Djandam is a youth environmental activist. Because of this, she has been exposed to and involved in climate action from quite a young age.

**What Have You Learned So Far?**

You have studied narrative essays in this lesson. Write down what must be considered in writing a narrative essay.

**A Mid-Lesson Reflection**

In your opinion, what activities can be done to preserve the environment. Then, what would happen if no one cared about preserving the environment anymore?

**Joint Construction of Text**

**Activity 6**

Work in groups of four. Read a narrative essay entitled Salsabila Khairunnisa. Find the mind idea of each paragraph, then decide the author's purpose. Your teacher will give you further explanation on how to answer the questions.

**Salsabila Khairunnisa**

Salsabila Khairunnisa was born in 2003 is an Indonesian environmental activist. Aged 15, she co-founded The Jaga Rimba youth movement which aims to fight deforestation and exploitation in Indonesia. In 2020, she was nominated to be one of the BBC's 100 Women Award.

Jaga Rimba is closely connected to the community who lived at Laman Kinipan, who was evicted from the village in 2018 by a palm oil company. The business PT Sawit Mandiri Lestari (SML) claimed they had the right to use the land in the community to grow palm. They evicted the villagers, resulting in famine, as well as affecting the community of orangutans who lived in the area. Jaga Rimba campaigns to ensure that the indigenous people of the Kinipan Forest, one of Borneo's last rainforests, not to lose their land.

Khairunnisa, who is inspired by other climate activists such as Sweden's Greta Thunberg and Mitzi Jonelle Tan from the Philippines, said Jaga Rimba has advised student campaigns against deforestation on Sumatra island, in Kalimantan and Indonesia's easternmost region of Papua. Recent campaigns have targeted Indonesia's plans to develop a giant farm on Borneo island to avoid food shortages, and a job creation bill passed by parliament in October that critics say could weaken environmental standards. Khairunnisa is increasingly being recognized for her climate activism and last month was listed as one of the BBC's 100 inspiring and influential women for 2020.

The pandemic has given us a collective awareness that we are all under the same capitalist and patriarchal system that bases its existence on profit. It is time to unite in solidarity, and lead a green and just recovery.

For her, rainforests not only play an important role for biodiversity and tackling climate change, but also "connect us with our ancestors and identity", she said.

**Picture 4.7 Salsabila Khairunnisa**  
Source: Pejjuang Iklim (2021)

Source: BBC News Indonesia, n.d.

### Representational Metafunction

The photograph shows the realistic girl as the represented participant. She is wearing black clothes and looking towards the camera. The vector emanates from the eye line who is not gazing at another represented participant. Thus, it is included as the non-transactional reaction process.

The relational process in the verbal text is associated with the represented participant, such as *is an Indonesian environmental activist* referring to the profile of Salsabila Khairunnisa. Moreover, the series of material processes, such as *co-founded The Jaga Rimba youth movement, fight deforestation and against exploitation, advised student campaigns against deforestation*, are inferring peaceful actions carried by the represented participant dealing with preserving the existence of forests in Indonesia. It can be argued that the photograph and the verbal text represented the young environmental activist, who has the responsibility as an Indonesian citizen to protect forest ecosystems.

This representation can be applauded as a progressive action among the young generation in increasing environmental awareness among young people regarding the importance of forests for living creatures. Indeed, the photograph and the verbal text aim to inspire and influence the students as a young generation to save the sustainability of forest ecosystems in Indonesia to prevent future violence towards the forest. This representation has the purpose of increasing



students' awareness that they must protect and preserve the natural environment as God's creation (The Indonesian Ministry of Education, Culture, Research, and Technology, 2022).

### ***Interactional Metafunction***

The photograph above includes a demand category. It is because she is gazing directly at the viewer. This further implies that she is requiring the students to preserve and maintain the existence of forests and the ecosystem to preserve the sustainability of the natural environment. Moreover, the photograph is framed as a medium-close shot with an eye-level vertical angle. In the context of a medium close shot, the viewer has a social relationship with the represented participant (Kress & Leeuwen, 2006). The photograph shows the real person of a young environmental activist who has protected the existence of forests from deforestation and exploitation as a form of social practice in society. In addition, the eye-level vertical angle implies that the students as viewers have equal status with the represented participant (Kress & Leeuwen, 2006).

The photograph with verbal text as a part of the activity has a relationship. According to Capelle (2016) cited in Weninger (2020), it was included as text enhancing. This is because the activity solely instructs students to find the main idea of each paragraph. Due to this, students can do the activity without being concerned with the photograph. Thus, the existence of the photograph is meaningful for the text, but not necessary for the accomplishment of the activity (Weninger, 2020). Besides, it provides knowledge about the real person of the young environmentalist who co-founded the Jaga Rimba youth movement.

### ***Compositional Metafunction***

The first paragraph of the verbal text is given. It means that the general profile of the represented participant is information that needs to be understood first by the viewer. Next to the paragraph, the photograph is identified as new, which means that the realistic photograph might increase new knowledge about the real person of the environmentalist who co-founded The Jaga Rimba youth movement and was nominated for the BBC's 100 Inspiring Women Award.

The size of the represented participant is small, which possibly has less salience for the viewer. In the context of framing, the photograph and the verbal text are in a weak framing. It implies that they are associated with each other. The shirt that says *Jaga Rimba*, which is worn by the represented participant, is a combination of black and white. It can have a hidden meaning in the context of the meaning of color in visual design. As stated by Ledin and Machin (2020), monochrome, as in black and white, has the meaning of timelessness and seriousness. Thus, it further implies that the Jaga Rimba youth movement emphasized the commitment and integrity of its members in maintaining and protecting the existence of forests in Indonesia from deforestation and exploitation.

The third visual artifact in the form of a photograph with verbal text related to the idea of harmony with the natural environment and Mother Earth was located in Chapter 4, 'Indonesian Environmental Figures', particularly on page 159. The analysis is represented below.



**Figure 3. VAVT – PWN3: Tasya kamila**

The response was incredible! Nina managed to meet the ambassador in Jakarta, and they promised to tighten supervision at the port. Now plastic waste from Germany has also decreased rapidly.

Source: Hearth of Justice, n.d.


**Independent Construction of Text**

**Activity 8**

Work individually. Read a narrative essay about Tasya Kamila. Find the main idea for each paragraph and the author's purpose.

**Tasya Kamila**

Many people don't know that Tasya Kamila has a foundation engaged in environmental education. The foundation is called greenhouse, which was established to focus on increasing young people's awareness and participation regarding the environment. She believes that the help of greenhouse facilities that Suntory Garuda Beverage has provided will allow children to learn and practice directly in the field, or in other words, 'learning by doing'.



**Picture 4.9 Tasya Kamila**  
Source: Screenshot of IG/ @tasyakamila (2021)

In this instantaneous age, the level of children's concern for the environment is decreasing. If assisted by adequate facilities, children can learn and see what cannot complete the process of preserving the environment in a short time.

Therefore, the provision of kid-friendly environmental conservation facilities allows them to learn the latest techniques and technologies in farming, and they can also have the opportunity to grow their respective crops in their school environment.

"Socialization and education are the most important highlights in young people's efforts to conserve the environment. If it is not carried out in a fun way, this environmental conservation activity will not achieve maximum results," concluded Tasya.

He emphasized that we all have an obligation and mandate to preserve the environment and the earth for the lives of future generations. Therefore, he hopes that the efforts and initial steps that have been made can produce a more sustainable environment in the future.

Source: Filmela, n.d.

**Linking Related Texts**

Search from the internet a video for an outstanding young activist. Write three things about him/her that make you amazed.

**Viewing**

**Learning Objective:**

By the end of this lesson, you are able to correctly synthesize and evaluate detailed information in a narrative text.

### ***Representational Metafunction***

The photograph shows a realistic woman as the represented participant. She is wearing black clothes. The vector on the photograph is the represented participant's eyeline, which is looking forward. In other words, she is not gazing at another represented participant. Thus, the photograph is included as the non-transactional reaction process.

The material process in the verbal text associated with the represented participant, such as *engaged in environmental education, increasing young people's awareness and participation regarding the environment*, inferring the peaceful actions carried out by Tasya Kamila as an environmentalist dealing with increasing environmental education among children that remains decreasing in this era. It can be argued that the photograph and the verbal text represented the environmentalist, which has an environmental foundation that facilitates the children in farming to spread and increase awareness related to the importance of preserving the natural environment.

This representation has the purpose of spreading and increasing students' awareness as the basis for implementing an environmentally conscious lifestyle, which might accustom them to contributing to preserving the environment (The Indonesian Ministry of Education, Culture, Research, and Technology, 2022).

### ***Interactional Metafunction***

The represented participant is gazing at the viewer and is included as a demand. It implies that she is requiring the students to maintain and preserve the existence of the natural environment. The photograph is shot in a medium close with an eye-level vertical angle. In the context of a medium close, the viewer only has a neutral social relationship with the represented participant

(Kress & Leeuwen, 2006). In the context of the eye-level vertical angle, the viewer establishes an equal status with the represented participant (Kress & Leeuwen, 2006).

The activity that instructs students to find the main idea of each paragraph and the author's purpose can be done by students focusing on the verbal text, not concerned with the photograph. In this case, the relationship between photograph and text as part of the activity might entail text enhancing (Chapelle, 2016) cited in Weninger (2020). In other words, the photograph might be neglected when focusing on the activity. Despite this, the photograph makes the text more meaningful and still valuable for the students as it provides the real person of Tasya Kamila, the person who is being told in the verbal text.

### ***Compositional Metafunction***

The first paragraph of the verbal text contained the general profile of Tasya Kamila, located on the left, or called the given. It functions as general information that must be known in advance by the viewer. On the right side of the paragraph, there is a realistic photograph of Tasya Kamila called as the new. It further implies an additional visualization related to the environmentalist who founded the Green House Foundation.

The size of the represented participant is small and blurry. Thus, it is possible to have less salience for the viewer. In the context of framing, the photograph and the verbal text were placed together in a weak framing, which implies connectedness and presents the same context. Furthermore, the combination of black and green on the clothes has meaning. As stated by Ledin & Machin (2020), black means symbolic, and green means naturalness. Thus, the clothes that say *Sobat Hijau* can be interpreted as a symbol of the Green House foundation in their seriousness as an environmental education in spreading environmental awareness to children to preserve the naturalness of the Earth.

Peace with nature is an action that stops the violations towards nature and Mother Earth (United Nations Educational, Scientific, and Cultural Organizations, 2005). Recognized that educating humans to live in harmony with other species on Mother Earth is a key to creating good for present and future generations (United Nations Educational, Scientific, and Cultural Organizations, 2022). Thus, the target textbook presented visual artifacts in the form of pictures and photographs with the accompanying verbal text of peace with nature, which can be included as actions that students can take to create a harmonious relationship with nature. It includes environmental education, which aims to ensure that the students obtain the knowledge, mindset, and ability to take action for Mother Earth (United Nations Educational, Scientific, and Cultural Organizations, 2022).

The depicted pictures and photographs, along with the verbal text, presented the absence of violation towards nature, which aimed to raise the students' environmental awareness as a part of society. Recognizing that the harmonious closeness towards nature can increase students' awareness, learning experience, and connectedness, which will foster a sense of love towards nature (Hashim & Denan, 2015). Thus, the pictures and photographs with the verbal text of peace with nature might provide the exact ways to create a harmonious closeness towards nature in the present and future generations as a human obligation to love Mother Earth by protecting and preserving the natural environment.

In line with that, corresponding to the environmental conditions, many environmental crises have occurred in Indonesia. The low level of public awareness regarding environmental care actions is the main obstacle to creating a peaceful natural environment. Therefore, the picture and

photograph with the accompanied verbal text in this textbook can be a means of environmental education as one of the efforts made by The Indonesian Ministry of Education, Culture, Research, and Technology to increase environmental awareness and spread knowledge to disseminate and build noble character and behavior among young learners to participate in the action of change towards a better present and future environment. Recognized that this environmental education aims to preserve the environmental quality, which might influence students to become involved in the actions that lead to a solution for the problems in the natural environment (Hashim & Denan, 2015).

Along the same line, the education sector in Indonesia aimed to form student characters who care about the environment. This was demonstrated by the existence of character education, namely the Pancasila student profile, which consists of the element of morality towards nature. It was included in the dimensions of faith, devotion to God Almighty, and noble character. As stated by the Indonesian Ministry of Education, Culture, Research, and Technology (2022), morality towards nature teaches students to implement their noble morals in responsible behavior, compassion, care for the natural environment, and awareness to protect and preserve nature as God's creation, as well as realizing the importance of caring and maintaining the natural environment which remains liveable for all present and future generations.

The findings from the three previous studies show the different representations of peace with nature in the different ELT textbooks. Gebregeorgis (2016) represented the content and activities related to animals; Turnip & Yanto (2021) represented the reading passages about taking care of the environment; Arif et al. (2022) represented the imagery of people visiting the mountain. Asserting that the planet Earth is the cradle of civilization (United Nations Educational, Scientific, and Cultural Organizations, 2005), the same findings found in the Ethiopian and Indonesian textbooks aimed to form students with environmentalist character and urge them as the agents of change to perceive that they are carried the obligation and mandate to respecting the Mother Earth and actively participating to maintaining and preserving the natural environment for the better sustainable future environment.

### ***Inner Peace***

The findings of inner peace in this study were related to the idea of good health. The first visual artifact in the form of a picture with verbal text related to the idea of good health was located in Chapter 3, 'Healthy Life for a Healthy Future', particularly on page 112. The analysis is represented on the next page.

**Figure 4. VAVT – IP1: A family is jogging**

Heart Attacks	An acute episode of coronary heart disease marked by the death or damage of heart muscle due to insufficient blood supply to the heart usually as a result of a coronary artery becoming blocked by a blood clot formed in response to a ruptured or torn fatty arterial deposit.	On average, jogging burns about 100 calories every mile, but it depends on your weight and the intensity of your workout. For example, a man weighing 68 kg can burn 600 calories per 10 km. Then, jogging can keep your cardiovascular (heart pumping) in good condition. Moreover, you will also avoid heart attacks and strokes if you do it regularly.
Strokes	A sudden change in the blood supply to a part of the brain, sometimes causing a loss of the ability to move particular parts of the body.	Besides being good for health, jogging is also perfect for mental health. Every time you finish jogging, you will feel refreshed. Several studies revealed that people who like jogging will tend to have a better outlook on life and make them happier than people in general.
Healthy Life	Beneficial to one's physical, mental, or emotional state : conducive to or associated with good health or reduced risk of disease.	Those reasons above should make us realize and keep maintaining our health with the easiest and lowest cost of exercises, jogging. Thus, there should be no excuses not to exercise, because we know the benefits of exercise besides eating healthy food. Therefore, by taking a little time to jog, it means that we love our lives more.
workout	A practice or exercise to test or improve one's fitness for athletic competition, ability, or performance.	


Source: Merriam Webster, n.d.; Cambridge Dictionary, n.d.

Source: British Course, n.d.

Read the following text comprehensively.

**The Easiest Way to Stay Healthy**

In this era, healthy life is expected as something that is expensive. It is not totally wrong but isn't totally right, there is inexpensive activity to get a healthy life. That is jogging. Jogging is a sport that everyone can do because this sport does not require a lot of costs to carry out but is as good as other sports that require high prices for the health of our bodies. Jogging is an excellent sport for everyone. You can go jogging anytime and anywhere and also you can either do it alone or with your friends.



Picture 3.7 A family is jogging.

### Activity 3

Work In pairs, find the meaning of the following vocabularies. If you have difficulty, you can consult your dictionary.

Number 1 has been done for you.

No.	Word	Meaning
1.	Burn	Reduce calories
2.	Weight	
3.	Intensity	
4.	Cardiovascular	
5.	Stroke	

Check your comprehension. Answer the following questions.

Number 1 has been done for you.

- Why is jogging the easiest sport for everyone? *Because this sport does not require a lot of costs to carry out.*
- What is the good side of jogging?
- Is jogging not correlated with mental health?
- Why do several studies suggest people jogging as their sport?
- Do all people burn about 100 calories every mile?

## Representational Metafunction

The picture shows two women and men who are running sideways. In front of their gaze is a road with green land and trees, which indicates a rural road area. The vector in the picture is the gaze of the represented participants who do not point at each other, which includes the non-transactional reaction process.

The series of relational processes in the verbal text associated with the represented participants, such as *jogging is a sport*, *jogging is an excellent sport*, *being good for health*, *jogging is also perfect for mental health* inferring a representation of the benefits from jogging as a sport to increase and maintain good health which contributes to emerging inner peace within oneself. It can be argued that the picture and the verbal text represented people in a society, immersed in their role as individuals, to maintain their physical and psychological health through low-cost sport. In other words, implementing sports activities is a form of care for oneself (The Indonesian Ministry of Education, Culture, Research, and Technology, 2022). Thus, this representation can be included as an effort to influence students to implement physical exercise to achieve good health.

### ***Interactional Metafunction***

The represented participants are looking to the left, rather than gazing at the viewer. Thus, the picture above is an offer, which is about the absence of direct contact with the viewer, and positions the viewer as an observer (Kress & Leeuwen, 2006). Thus, the offered picture allows the viewer to observe the activities. Moreover, the picture is framed as a long shot with a horizontal oblique angle. The relationship between the viewer and represented participants in the long shot frame is only impersonal (Kress & Leeuwen, 2006). It implies that the students and the represented participants are not in a close personal relationship, and the represented participants only represent a general society and do jogging sports as a social practice. In the context of the horizontal oblique angle, the positions of the students are just those of observers and detachment from the represented participants. This is because the oblique angle is not part of our world, and we are not associated with it (Kress & Leeuwen, 2006).

In the context of the step to find the interplay between the picture and verbal text, the first stage can be related to the relationship between the picture and the verbal text as a part of the activity (Weninger, 2020). The picture of jogging, the verbal text about the benefits of jogging on health, and the accompanying activity instruct students to find the meaning of vocabulary and answer questions related to the verbal text. This kind of activity can be done by students without looking at the picture of jogging. In this case, the relationship between the picture and the verbal text is included as text enhancing (Chapelle, 2016) cited in Weninger (2020). It implies that the picture is not vital to the accomplishment of the activity. Despite this, the picture makes the verbal text more meaningful as it helps the reader to visualize the easiest and low-cost sport to improve physical and mental health.

### ***Compositional Metafunction***

The double-page spreads in the textbook show the left and right sides. The left page contains verbal text accompanied by a picture on the top, while the right page contains mostly verbal text. From the perspective of the compositional layout by Kress & Leeuwen (2006), the verbal text accompanied by the picture on the left page is the given, and the verbal text on the right page is the new. Based on the picture and verbal text on the left page, which highlights that *jogging is an inexpensive sport that can be done by anyone, anytime, and anywhere to achieve a healthy life*, as the given implies that it has been known and agreed upon by most people, including students. Meanwhile, the verbal text on the right page that emphasized *jogging has benefits for health issues, such as burning calories, keeping the cardiovascular in good condition, avoiding heart attacks and strokes, as well as perfect for mental health* as the new means that it is new knowledge for students as a solution to maintain good health through jogging as an easy and inexpensive alternative sport.

The size of the represented participants is medium. It implies that the represented participants may have more salience for the students as the viewers. Moreover, the picture and the accompanying text are together in a weak frame. It implies that the picture of jogging and the accompanying verbal text of the way to stay healthy through jogging exercise are related to each other in some way. In the context of the meaning of color in visual design, yellow means optimism, red is energy, white is order, and lilac is warmth (Ledin & Machin, 2020). This further implies that the represented participants are jogging neatly, energetically, optimistically, and happily to maintain physical and mental health, which can create inner peace within themselves.

The second visual artifact in the form of a picture with verbal text related to the idea of good health was located in Chapter 3, 'Healthy Life for a Healthy Future', particularly on page 116. The analysis is represented in the following paragraphs.

**Figure 5. VAVT – IP2: Doctor and patient**

After you read:

- Think about the most important point about the topic
- What details or examples backup and support the main idea?

Source: Library Ideas, n.d.

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**Activity 5**

Work in pairs. Do **Think-Pair-Share**. You have studied the structure of the analytical exposition text. Read the text about "The Importance of Sleep for Health" to answer the questions given.

The Importance of Sleep for Health

Picture 3.8 Doctor and patient

Sleep plays a vital role in good health and well-being for the rest of your life. Adequate quality sleep at the right time can help to protect your mental health, quality of life, physical health, and safety. Why is sleep so important? Sleep can help your brain work properly. When you sleep, your brain prepares to run the next day. This will undoubtedly form a new path to help you learn and remember information.

Studies suggest that a good night's sleep can improve learning. Whether you're learning how to play the piano, do the math, play golf, or drive a car, sleep will help you improve your learning and problem-solving skills. Sleep will also help you make decisions, pay attention, and be creative.

Physical health is often also related to the quality of sleep. That's why sleep plays a vital role in your physical health. For example, rest is involved in healing and repairing your heart and blood vessels. Sustained sleep deprivation is associated with an increased risk of kidney disease, heart disease, high blood pressure, stroke, and diabetes. Sleep can also help maintain a healthy balance of hormones that make you feel hungry (ghrelin)/full (leptin). When you don't get enough sleep, your ghrelin level will go up, and your leptin level will drop. That will make you feel more hungry than when you get enough rest.

Those benefits of the importance of sleep for health are presented. There are a lot of benefits of sleep to get better health, not only physically but also mentally. That's why sleep is the activity that we should be concerned about for getting a healthy life.

Source: English Admin, n.d.

1. What is the author's purpose in writing this text?
2. What is the main idea of the text?
3. Give another opinion about the importance of sleep for a healthy life?
4. What would you say, if your friend told you that sleep is not important?

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**Activity 6**

Work in pairs. Read and discuss the text, then correct the following sentence.

Number 1 has been done for you.

1. There is no correlation between sleep and physical health.  
*There is a correlation between sleep and physical health.*
2. A good nap without sleep at night can improve learning and problem solving.

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### Representational Metafunction

The picture shows a doctor and a female patient. They are looking forward to the poster. The vector is the gaze of the doctor and patient towards the poster of sleep deprivation. This kind of vector belongs to the transactional reaction process. Thus, the doctor and patient are called the reactor and the poster belongs to the phenomenon or something that is being told.

The series of material processes in the verbal text associated with the left poster of an energetic woman, such as *help to protect your mental health, quality of life, physical health, and safety, help your brain work properly, improve your learning and problem-solving skills, help you make decisions, pay attention, and be creative, help maintain a healthy balance of hormones* inferring a representation of the benefits of adequate sleep to achieve better health which contributes to emerging inner peace. It can be argued that the picture and the text represented the importance of maintaining adequate sleep quality to increase individuals' physical and psychological health.

This representation aims to increase students' knowledge of the benefits of adequate sleep as an effort to spread the way to foster health. Therefore, it provided a way to develop students' noble character that love and care for themselves (The Indonesian Ministry of Education, Research, Culture, and Technology, 2022).



### ***Interactional Metafunction***

The researcher only highlights the woman on the left poster, since the title of the verbal text shows the importance of sleep for health. In other words, the picture above was identified as a demand because the woman on the left poster is directly gazing at the viewer. Therefore, it implies that she is inviting the students to engage in implementing adequate sleep to get better health. Moreover, the picture is framed as a medium-close shot with a frontal horizontal angle. A medium close shot makes the students have a social relationship with the represented woman. Furthermore, the horizontal frontal angle highlights good facial expressions and moods obtained from adequate sleep. Thus, the students are involved in the message that adequate sleep quality is important to reach physical and psychological health, which might support learning achievement.

In the same line, the picture and the verbal text as part of the activity have a relationship. The activity of answering questions related to the purpose and main idea of the verbal text can be done by students without looking at the picture. The activity is solely focused on the verbal text, and the picture is not essential to answer the provided questions. According to Chapelle (2016) cited in Weninger (2020), this kind of relationship between picture and text includes text enhancing. This is because the picture allows students to visualize the specific information from the text, such as the benefits of sleep and the disadvantages of sleep deprivation, which makes the text more meaningful.

### ***Compositional Metafunction***

On the left page, there is a salient picture on the upper part and verbal text on the lower part until the right page. In the context of compositional layout, the top is the ideal, which presents the idealized information and is generally the most salient part, while the bottom is the real, which presents more detailed, realistic, and practical information (Kress & Leeuwen, 2006). Therefore, the picture is the ideal, which shows the ideological message of the positive effects of implementing adequate sleep and the negative effects of sleep deprivation. On the contrary, the verbal text is the real and it serves to elaborate the picture by presenting detailed information related to the benefits of implementing adequate sleep for health, as well as presenting the consequences of implementing sleep deprivation for health.

The size of the represented participants in the picture is medium, and it potentially has more salience for the viewer. Moreover, the picture and the accompanying verbal text are connected in a weak framing. It shows that the picture and the accompanying verbal text are presented continuously and belong together. In the context of the meaning of color in visual design, white is transparency, while yellow is energetic (Ledin & Machin, 2020). These colors may be combined with softer colors, such as light blue on the background, which may present fresh perspectives of true ideas from the positive effects of adequate sleep and the negative effects of sleep deprivation on humans.

Inner peace is the tranquility within oneself (United Nations Educational, Scientific, and Cultural Organizations, 2005). Inner peace is defined as a calm character and a balanced mental state in humans that is characterized by good behavior and the absence of greed (Xi & Lee, 2021). As stated by the United Nations Educational, Scientific, and Cultural Organizations (1996), someone who implements peace within oneself will always feel peaceful and not affected by negative conditions from the outside. In other words, inner peace was the absence of internal or external conflict. Thus, the selected English textbook represented pictures accompanied by verbal text of inner peace that can be done by students to bring out inner peace in themselves.



In the same line, the pictures with the accompanied verbal text represented in the textbook aimed to raise students' awareness about the essentials of implementing and maintaining good health through healthy living. Recognized that sports activities can help students increase their physical and psychological health to foster inner peace within themselves (Aguilar, 2018). Along the same line, the implementation of adequate sleep quality plays an important role in improving students' academic achievement and well-being, good health, and quality of life (Mukherjee et al. 2015; Gagila et al. 2024).

Recognized that the quality of education in Indonesia in the last 20 years has been relatively stagnant and even tends to decline, and the prevalence of non-communicable diseases has also increased (The Ministry of Youth and Sports, 2023). Therefore, the objective of pictures with the accompanied verbal text in this textbook can be included as one of the efforts made by The Indonesian Ministry of Education, Culture, Research, and Technology to increase students' knowledge and build positive students' characters through the low-cost and easiest activities which has the positive benefits on their physical and psychological health as the means to achieve inner peace within themselves. This representation is potentially expected to provide education about the importance of implementing physical activity of sports, and adequate sleep quality for health, which is expected to influence students to practice it in their lives and to foster a healthy lifestyle both for the present and future times.

In the education field, the Indonesian Ministry of Education, Culture, Research, and Technology has created character building, which aims to shape positive student character through healthy living, and it contained on elements of personal morals in the dimensions of faith, devotion to God Almighty, and noble character of Pancasila Student Profile. According to the Indonesian Ministry of Education, Culture, Research, and Technology (2022), students maintain physical and mental health through sports activities as self-care. This is related to inner peace, where individuals implement sports to achieve good health and peace within themselves. Moreover, the sense of love and care for oneself can be carried out through maintaining well-being as a form of noble character among students (The Indonesian Ministry of Education, Culture, Research, and Technology, 2022). In line with this, implementing adequate sleep quality was related to the definition. Recognized that implementing adequate sleep quality means that the students have self-care to maintain their health and well-being.

Gebregeorgis (2016) in his study also found the same findings related to good health in the content of the textbook, which highlights the health issues. The same findings were found in the Ethiopian and Indonesian textbooks aimed at forming students' character who care for themselves through adopting a healthy life to maintain good health for a healthy future. Recognizing that a healthy lifestyle is important to achieving positive health behavior of oneself (Becheva et al., 2023).

## CONCLUSION

The findings revealed that peace with nature and inner peace are represented in the target textbook. Peace with nature was represented by 2 pictures and 4 photographs, with the accompanying verbal texts of harmony with the natural environment and Mother Earth. Inner peace was represented by 2 pictures with the accompanying verbal texts of good health. The findings from this study revealed that there is a significant difference in the lack of portion in visual artifacts (pictures and photographs) with the accompanying verbal text of inner peace when it's compared to the findings of peace with nature. Due to this, the authors of the textbook are suggested to provide more and

equivalent amounts of peace values to increase students' understanding about the way to foster inner peace, social peace, and peace with nature. Along the same line, the EFL teacher who used this textbook is required to integrate the representation of peace values into the additional activities in the classroom to introduce and teach students about the aspect of peace values. For future researchers who are interested in enriching research related to peace values is suggested to use another textbook from the same publisher or different publishers with different analysis frameworks.

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