

# THE ANALYSIS OF INTERCULTURAL AND PEACE EDUCATION ENGLISH MATERIALS, FOCUSING ON SPEAKING SKILLS IN JUNIOR HIGH SCHOOL

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<p><b>ARTICLE INFO</b></p> <p><b>Article history:</b> Received October 18, 2024 Revised November 19, 2024 Accepted December 11, 2024 Available online December 13, 2024</p> <p><b>Keywords:</b> Intercultural education, Peace Education, Textbooks</p> <p><i>This is an open access article under the CC BY-SA license. Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.</i></p>	<p><b>ABSTRACT</b></p> <p>Intercultural education has become a common practice in English language teaching, where knowledge of the target language culture is an important factor in meaningful learning. Early introduction of cultural differences is important so that students can interact with various cultures. This study uses a basic qualitative approach with a document study method, namely analyzing English textbooks at the junior high school level from three different curricula, namely KTSP 2006, Curriculum 2013, and Merdeka Curriculum. The sample consists of two books per curriculum to ensure the representation of intercultural and peace education aspects. Data collection was carried out through observation sheets and comprehensive notes to record details of behavior related to intercultural education. Data were analyzed using the Inductive Thematic Analysis technique to identify patterns and themes in teaching materials. The results show that books in the newer curriculum have more integrated content on tolerance and conflict resolution. Merdeka Curriculum books include more materials that facilitate intercultural understanding than the previous curriculum. KTSP and Curriculum 2013 books focus more on language aspects than culture, so that the implementation of peace education is not optimal. It is recommended that intercultural and peace materials be expanded in national education books at all levels so that students are more open to accepting differences. Consistent implementation in each curriculum will help students appreciate diversity.</p>
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## INTRODUCTION

Intercultural education has become a common practice in English language teaching. Knowledge about the target language culture serves as a crucial contextual factor that facilitates meaningful and contextual foreign language learning (Miftakh, 2017). Additionally, understanding cultural differences should be introduced to students from an early age because it is a fundamental concept that should be grasped during childhood (Johnson, 2019). This understanding will help them become individuals who can interact with various cultures. Besides classroom activities, intercultural education should also be integrated into every textbook used by students (Fatgehipon, 2023). When intercultural education is incorporated into textbooks, students will be able to more easily and quickly accept and appreciate the diversity of individuals or groups with different backgrounds. Research on intercultural education has become an increasingly important topic in the current context of globalization (Sechandini et al., 2023). The research involves the study of how culture, identity, and intercultural experiences influence the education and learning process. Research is conducted to understand how students' culture influences the way they learn and how appropriate learning approaches can be developed to meet the needs of students from various cultural backgrounds (Purwanto et al., 2023).

Intercultural education teaches how to live in diversity to create peace in diversity. This is closely related to peace education, which is education about how to resolve a conflict to create a peaceful and peaceful life. The important thing in intercultural education is tolerance which is in line with peace education. In peace education, tolerance is the main factor that often causes conflict in diversity. The introduction of the seeds of tolerance, respect for differences in formal and non-formal education both in schools will be a strong foundation for achieving peace (Fahmi, 2022). Purnama Sari et al. (2022) argues that strengthening attitudes of tolerance can also be useful for maintaining harmony in society, preventing divisions, and uniting differences. Research on the relationship between intercultural education and peace education has attracted the interest of academics and educational practitioners because both have similar

goals in promoting understanding, cooperation, and respect for cultural diversity as well as encouraging peace and reconciliation between individuals and groups (Sechandini et al., 2023). According to Maulidiah et al. (2023), research was conducted to explore how intercultural education can prepare individuals to participate in intercultural dialogue that promotes peaceful conflict resolution. This relates to the goal of peace education to build skills in non-violent conflict resolution.

Indonesia has a very plural population, including religion, language, customs, etc., so it is very vulnerable to conflict (Wulandari, 2015). Putra et al. (2020) Intercultural education and peace education are important things to teach to students. With intercultural education, students will learn about the cultural diversity that exists in Indonesia and outside Indonesia. With intercultural education, students will understand how to live amidst cultural diversity. Intercultural education will teach students to be tolerant of other cultures in Indonesia or cultures outside Indonesia. Elbes & Oktaviani (2022) The vulnerability of conflict that occurs due to cultural diversity and lack of tolerance can be overcome by teaching peace education in the world of education. Purwanto et al. (2023) Peace education will teach how to resolve conflicts that occur so that peace can arise in cultural diversity. In Indonesia, research on intercultural education and peace education is becoming increasingly important along with the complexity of cultural, ethnic, and religious diversity in Indonesia. Khojir et al. (2021) This research focuses on analyzing intercultural and peace education English material, focusing on speaking skills in Junior High School.

Along with the development of education in Indonesia, Indonesia has made several changes to the curriculum to support educational progress. According to Marzuqi and Ahid (2023) the curriculum is a key in implementing educational activities, because it is related to determining the direction, content and process of education which ultimately determines the type and qualifications of graduates of an educational institution. In line with changes in the curriculum, this also led to changes in textbooks. The change in textbooks as a result of curriculum changes in Indonesia can have a significant influence on intercultural education. Curriculum changes are often followed by updates to the content of learning materials. In the context of intercultural education, this could include increasing the representation of cultural, ethnic, religious and linguistic diversity in textbooks. Better recognition of this diversity can promote better understanding and appreciation of the different cultures in Indonesia. Changing textbooks due to changes in the curriculum in Indonesia can be an opportunity to strengthen intercultural education and promote a better understanding of cultural diversity among Indonesia's young generation.

Apart from textbooks, intercultural education and peace education can also be taught through speaking lessons. Speaking is a skill or ability to express opinions, comment, and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer these questions (Muzammil, 2015). Teaching intercultural education and peace education through speaking lessons can be a very effective method because direct interaction between students allows them to share experiences, build mutual understanding, and develop very important intercultural communication skills (Sechandini et al., 2023). One method that can be used to teach intercultural education and peace education through speaking lessons is the role play method. With the role play method, students can be given the role of several people who have different cultures. With a conflict, students are asked to do a role play and resolve the conflict in order to create peace.

Intercultural education and peace education are important things to include in textbooks because human life has different cultures so it is very possible for intolerance to occur, which causes conflict (Khojir et al., 2021). Apart from textbooks, intercultural education and peace education can also be taught through speaking in English language learning (Maulidiah et al., 2023). With the importance of intercultural education and peace education, it is necessary to carry out research to find out how intercultural education and peace education are in English textbooks and in English language learning and how intercultural education and peace education can be taught through speaking lessons.

This research holds significant importance as it delves into two crucial aspects of education: intercultural understanding and peace education. In today's interconnected world, fostering intercultural competence among students is paramount for promoting tolerance, empathy, and harmony among diverse communities. By analysing the intercultural and peace education English materials, particularly focusing on speaking skills in junior high school, this study not only sheds light on effective teaching strategies but also contributes to the broader goal of nurturing global citizens who are equipped to navigate multicultural environments and contribute positively to a peaceful society. The following research question guided the inquiry:

1. How do junior high school English books represent intercultural education?
2. How do junior high school English books represent peace education?

## LITERATURE REVIEW

### Intercultural Education

Intercultural education is a phenomenon of interaction that occurs between humans, religions, cultures, speakers of different languages who have different opinions and views (Chiriac and Panciuc, 2015). Intercultural education is basic education which becomes a reference in responding to various differences such as differences in culture, religion, tradition, gender, social, economic and others. Intercultural education will train students who are able to appreciate different and diverse cultures, and are receptive to evolve in contact with other cultures

Intercultural education reflects a pedagogical approach to cultural diversity, a strategy that takes into account spiritual or other aspects (such as gender, social, or economic), with the aim of avoiding risks arising from unequal cultural exchange or even cultural destruction. Intercultural approach is not a new discipline or science, but is a new methodology that seeks to integrate education within a broad framework, combining psychological, anthropological, social science, political, cultural and historical data (Chiriac and Panciuc, 2015). Intercultural necessitates comprehending, valuing, and respecting one's own culture, alongside showing genuine respect and curiosity towards the ethnic cultures of others, based on authentic information

There are several views on Intercultural education. One of these views is as an approach to resolving conflict. According to Chiriac & Panciuc (2015) intercultural education can be approached from a conflict perspective as a solution to racism, intolerance, xenophobia. For example, alternative resolutions of economic, social, historical and other conflicts often have a cultural dimension. It is believed that a lack of spiritual communication causes and maintains misunderstandings and other tensions. One aspect of managing these countries is identifying and maintaining various spiritual communication channels as a step to overcome misunderstandings.

According to Chiriac & Panciuc (2015), Intercultural education is a very useful tool in overcoming conflict. Intercultural is also used as a tool to promote equal opportunities, strengthen democracy, and respect human rights. By educating people in the spirit of mutual understanding between cultures, a number of problems can be avoided and even resolved, such as tendencies towards degrading behavior, rejection of values and traditions, and different attitudes. Intercultural education, especially in forming individual identities, is rooted in the fact that humans interact with each other, and maintaining social relationships can be very challenging due to differences in ways of acting, thinking, and feeling. People can develop a variety of interpersonal strategies in these relationships: either being open and accepting of others, or experiencing self-depreciation, protecting culture and personal identity.

### Intercultural Communication

Intercultural Communication refers to the process of exchanging information and meaning across different cultures and social groups. (Arasaratnam, 2005 : 138) It involves understanding, interpreting, and appropriately responding to verbal and non-verbal messages from people of diverse cultural backgrounds. Effective intercultural communication requires awareness of one's own cultural norms and values, as well as sensitivity to and respect for the cultural norms and values of others. This type of communication aims to bridge cultural differences, fostering mutual understanding and cooperation in various contexts such as business, education, and personal relationships. By enhancing intercultural communication skills, individuals can navigate and mitigate potential misunderstandings and conflicts that arise from cultural diversity, promoting more harmonious and productive interactions. Intercultural Communication refers to the process of exchanging information and meaning across different cultures and social groups. It involves understanding, interpreting, and appropriately responding to verbal and non-verbal messages from people of diverse cultural backgrounds. Effective intercultural communication requires awareness of one's own cultural norms and values, as well as sensitivity to and respect for the cultural norms and values of others. This type of communication aims to bridge cultural differences, fostering mutual understanding and cooperation in various contexts such as business, education, and personal relationships.

### The Aspects of Speaking

Speaking skill is a form of expressing what is felt which is then manifested in the form of a spoken language process between two or more people. A proficient speaker is not only able to use English during conversations or interactions with others. Elmiyanti said that some of the competency **components** that students must have are: Accent, fluency, vocabulary, comprehension, and grammar (Muliadi & Rosyidi, 2021).

- 1) Accent is the way people in a particular area or country pronounce words. Accent is a method used by students to produce clearer language when speaking (Karl et al., 2006). It is related to the phonological process which includes the grammatical component consisting of the elements and principles that determine the variations and patterns of sounds in a language. There are two main aspects to accent; namely phonemes and supra-segmental characteristics. A speaker who consistently mispronounces a series of phonemes will face difficulty in being understood by speakers from different language communities.
- 2) Fluency is the ability to speak or write language easily, good, and quickly. Fluency refers to the ability to speak fluently and precisely (Karl et al., 2006). Speaking fluency is a major goal for many language learners. Indicators of fluency include a fairly fast speaking rate and minimal pauses and use of words such as "ums" or "errs". These signs indicate that the speaker does not need to spend a lot of time looking for the words needed to convey the message
- 3) Vocabulary Another crucial aspect is vocabulary. According to Karl (2006), Vocabulary is all words known and used by a particular person. Vocabulary refers to the use of appropriate words in communication. Without having an adequate vocabulary, a person cannot communicate effectively or convey his thoughts either orally or in writing.
- 4) Comprehension is the ability to fully understand and get used to situations. Comprehension is also one aspect of speaking ability. Karl (2006) stated understanding involves thought processes, actions, and the power to understand, which are strengthened through practice and evaluation. There are five speaking components that are important for students who want to speak well, namely grammar, vocabulary, pronunciation, fluency, and comprehension.
- 5) Grammar is the rule of how words change shape and combine with other words to create sentences. Grammar is also a set of rules that explain the use of language. The purpose of grammar is also to understand the appropriate way to develop oral and written language skills. Therefore, grammar is important for students in forming appropriate sentences when speaking

### **Development in Teaching Speaking**

Developments in teaching speaking have involved ongoing research to better understand how best to teach and learn this skill. According to (Almeida et al., 2016) there are several strategies for teaching speaking that have been developed, namely; contextual strategy, role playing strategy, storytelling strategy, taking a communicative approach, and using interesting learning media.

#### **1) Contextual Strategy**

The contextual approach is a learning strategy that considers that students can understand a lesson if they can absorb it the meaning of the learning received and connecting new information and then relating it to knowledge previously held based on experience (Almeida et al., 2016). Apart from that, the contextual approach also allows teachers to relate the material taught to students' lives, so that students can apply it in real situations. Therefore, the teacher's strategy through this contextual approach makes the teacher's role as a facilitator for students, encouraging students to be more active and critical in class and responsive to activities during learning. The characteristics of contextual learning are students who actively discuss with their classmates and collaborate, while teachers are expected to be creative (Almeida et al., 2016). Based on that, the contextual approach can be used as one of the teacher's strategies in teaching speaking skills. For example, if the learning topic is storytelling, the teacher can use stimuli such as videos or films that are relevant to the theme or sub-theme being studied. After students watch the video or film, they are given the opportunity to comment, respond, or provide feedback on the content. Next, students can explore various sources and references related to the assigned topic. After that, the teacher together with the students can conclude the contents of the film or video.

#### **2) Role Playing Strategy**

The role playing model is a form of social learning where students are asked to take on the role of a character involved in a situation or event that is explained through a simple story (Almeida et al., 2016). Role playing, literally, refers to the act of acting as someone else, where participants must adapt to the roles they play, work together to develop the story, and act out those roles in created situations. This learning model not only stimulates students' mental activity but also their physical activity, and increases student participation because it gives them the opportunity to learn according to their individual learning styles. The use of this role-playing model is very suitable to be applied in teaching speaking skills in elementary schools because of the many benefits obtained from this strategy, such as; (1) students learn directly based experience so that learning will be

more meaningful and long-lasting in students' memories, (2) provide opportunities for students to explore and express themselves fully, (3) increase students' enthusiasm for learning in the learning process and make learning less boring. By applying this learning model, it can encourage students to be more active so that it has an impact on students' speaking skills. The role-playing learning model can be one of the strategies used by teachers in teaching speaking skills (Almeida et al., 2016). The purpose of implementing this strategy is to observe the way students speak, especially when they act. This strategy becomes clearer when the teacher teaches drama material.

3) **Storytelling Strategy**

The storytelling method is the practice of telling information, messages or fairy tales to other people orally with the aim of conveying the content in an interesting way. Storytelling activities are also a form of language expression that requires readiness, reflection and courage to convey stories clearly so that listeners can understand them (Almeida et al., 2016). According to (Almeida et al., 2016), this strategy is suitable to be applied in learning speaking skills because it has several advantages: (1) improving students' language skills, especially in speaking by listening to information and conveying it back orally to improve students' communication skills. (2) Storytelling is an activity that entertains and inspires enthusiasm for learning. (3) Storytelling also helps train students' confidence in speaking in public. For example, this approach can be implemented by giving students the opportunity to share their life experiences in front of a class that has been prepared by paying attention to linguistic aspects such as stress, intonation, vocabulary and sentence structure, as well as non-linguistic aspects such as fluency. One strategy that can be used by teachers is storytelling learning, which can be applied through various methods such as assignments, discussions, questions and answers, and demonstrations using storytelling techniques with the help of personal photo media.

4) **Communicative Approach Strategy**

The communicative approach is a representation of language research which emphasizes that language skills are supported by an understanding of language (Almeida et al., 2016). This approach is applied so that students can gain knowledge that is relevant for everyday life, so that they can better understand meaningful research content. Strategies that use a communicative approach aim to build communicative competence as the main target of language learning (Almeida et al., 2016). In addition, this strategy aims to develop learning methods for the four language skills (listening, reading, speaking and writing), as well as recognizing and appreciating the reciprocal relationship between these skills. When students interact with the teacher through questions and answers, it allows for the exchange of information and interaction. One strategy that teachers can use is a communicative learning approach.

5) **Interesting Learning Media**

Learning media is a tool that helps in delivering material comprehensively so as to support the achievement of learning objectives (Almeida et al., 2016). Selection of appropriate learning media is very crucial because it plays a role in attracting students' interest in the material being taught. The use of interesting media has a significant impact on the success of the learning process. The learning steps carried out by teachers and students in implementing this strategy are as follows. For example, the teacher chooses a projector as a learning medium to display learning video material about folklore. After watching the video, students are asked to retell the contents of the story using their own language. By using appropriate learning media for speaking skills, students' speaking skills will be trained, thereby increasing students' confidence in speaking in front of the class.

## **Peace Education**

Peace education is the name for an educational program designed to change the thinking orientation of conflicting parties in conflict-prone areas, so that they can get to know and accept each other (Abas, 2008). Peace education is one effort learning that can contribute and be capable creating better citizens in this world. According to Carter and Pickett peace education can be defined as a transmission of knowledge about the needs, obstacles, and possibilities for achieving and maintaining peace; training in skills to interpret knowledge; and the development of reflective and participatory capacities in applying knowledge to solve problems and achieve possibilities (Guilherme, 2020). The educational transformation process is carried out by rooting a philosophy that supports education without violence, as well as paying attention to environmental sustainability and human life itself. Peace education provides an alternative by teaching

students about the causes of violence, as well as providing knowledge about critical issues in peace education, such as maintaining peace, creating peace, and building peace.

According to Muhammad (2022) Peace education can be interpreted as an educational model strive to empower the community to be able to overcome own conflict or problem in a creative way and without violence. Below are presented some understanding and education (peace education):

- 1) Peace education is a process of gaining knowledge and developing attitudes and behavior that support harmony with other people.
- 2) Peace education is an educational model that aims to empower people to be able to overcome their own conflicts or problems in a creative way and not through violence.
- 3) Essentially, peace education is education that teaches the values of mutual respect, love, fairness and justice. This is in line with the opinion of the United States educational thinker, Hafi (2019) who stated that "peace education is based on a philosophy that encourages nonviolence, love, compassion, trust, justice, cooperation, and respect for the human family and all life".

Peace can be interpreted as a state of absence of conflict or violence (Muhammad, 2022). The main factor in creating peace is when a person feels at peace within himself and has the ability to control his emotions and thoughts, so that he does not take actions that harm other people and is able to resolve conflicts without violence. Peace includes a positive concept towards oneself and others. According to Muhammad (2022) the concept of peace has two sides, namely:

1. Negative Peace

Negative peace is a situation where there is no war or violent conflict. This is realized through a structural approach, where prevention efforts are made for any potential conflict by controlling parties who might trigger conflict so that they do not use violence. Negative peace refers to a condition where there is calm or the absence of open conflict or physical violence in an area or between disputing parties. However, these conditions do not always indicate actual peace or a sustainable resolution of the underlying conflict. In other words, negative peace characterizes a situation where conflict is only temporarily contained or stopped without a fundamental resolution or treatment of the root causes. The existence of negative peace can be caused by various factors, including military intervention or the imposition of peace that is not comprehensive, the involvement of external parties that prevent conflict escalation, or delay in resolving the underlying conflict without real efforts to achieve reconciliation and sustainable peace. While negative peace may provide relative peace in the short term, this condition is often fragile and vulnerable to the recurrence of conflict or further violence in the future. Therefore, to achieve sustainable peace, it is important not only to achieve the absence of open conflict (negative peace), but also to strive to resolve the root causes of conflict and build a solid foundation for positive peace that involves reconciliation, justice and inclusive cooperation.

2. Positive Peace

Positive peace is a condition that provides prosperity, freedom and justice which is the foundation for creating a peaceful atmosphere in a community. Positive peace refers to a condition of peace that is more than just the absence of open conflict or physical violence. More than that, positive peace includes the creation of social, political and economic conditions that support prosperity, justice, equality and security for all individuals and groups in society. In contrast to negative peace which only shows a temporary state of calm without resolving the root causes of conflict, positive peace involves sustainable resolution of the underlying conflict as well as building a strong foundation for reconciliation, inclusiveness and mutually beneficial cooperation. Positive peace is the ultimate goal of sustainable peace efforts and involves a deep transformation in the structure and dynamics of society. This is not just about temporary calm, but about building a solid foundation for sustainable, inclusive and just peace for all.

Peace education has a broad meaning related to education regarding harmony in diversity. According to Galtung and Benzina in (Guilherme, 2020), peace education includes three basic definitions, namely education for peace, education with peace, and education about peace :

- 1) Education for peace, namely education that aims to create peace. Education for peace requires that students and teachers individually strive to create an educational environment where the idea of building together is central. The goal is to live a peaceful life through the creation of a culture of peace.
- 2) Education with peace, namely peace education using peaceful methods. Peace education requires teachers to use methods that support their goals and materials. Peace education must be taught

peacefully and humanize people so that there is no gap between the norms that are instilled and the way they are instilled.

- 3) Education about peace, namely education about peace. Education about peace concerns the material dimension. One dimension of peace education is transmitting knowledge and concepts of peace to students. Behavior change begins with a change in thinking and understanding of the values of peace.

Gavriel Salomon in Helmiati, (2017) grouping peace education into three which are adapted to the context in which peace education is held:

- 1) Peace Education in intractable regions or areas of intractable conflict. Peace education in intractable areas or areas with intractable conflict refers to educational efforts aimed at promoting understanding, reconciliation, and peace in the context of protracted or intractable conflict. Intractable conflicts are often characterized by high tensions, political stalemate, and ongoing violence, which makes peace processes more complicated and complex
- 2) Peace Education in regions of inter-ethnic tension. Peace education in areas of inter-ethnic tension refers to educational efforts aimed at resolving conflicts and tensions between different ethnic groups within a particular region or society. Interethnic conflicts often arise due to complex cultural, religious, linguistic or historical differences, and can lead to high tensions, discrimination, violence and even armed conflict. The main goal of peace education in areas of interethnic tension is to promote understanding, tolerance, respect for diversity, and reconciliation between conflicting ethnic groups.
- 3) Peace Education in regions of experienced tranquility. Peace education in areas experiencing calm refers to educational efforts aimed at maintaining and strengthening the conditions of peace that have been achieved in a region or society. Even if the region is not experiencing open conflict or high tensions, peace education remains important to prevent potential future conflict, strengthen tolerance and respect for diversity, and build a strong foundation for long-term security and stability.

Peace education is an educational model that seeks to empower communities to be able to resolve their own conflicts or problems in a creative way and without using violence (Muhammad, 2022). Peace education teaches the values of mutual respect, love, justice and cooperation. The philosophy of peace education is based on rejection of violence, love, mutual trust, justice, cooperation, and respect for life in the world. In its implementation, peace education emphasizes harmonization between three main pillars, namely students, educators and parents, who all have an active role in instilling noble values to build peace.

## **RESEARCH METHOD**

### **Research Design**

This research used a basic qualitative method approach. In the qualitative method, researchers employed document studies to obtain data. According to Nilamsari (2014), document study is a data collection technique that involved collecting and analyzing documents, including written documents, images, works, and electronic ones. Document study was an important method for obtaining data that supported and completed understanding of the phenomenon under study. By focusing on qualitative analysis, the research captured the subtleties and complexities of the representation of intercultural and peace education in the books, which might have been missed by purely quantitative methods. This method provided a comprehensive understanding of the educational content and its potential impact on students' perceptions and learning experiences.

### **Research Objects**

For the research object, the researcher used 2 books each from 3 different curricula. In the 2006 KTSP curriculum, researchers used two books: the first was *Scaffolding English for Junior High School Students for Grade VIII*, written by Joko Priyana, Arnys R Irjayanti, and Virga Renitasari, published by the Ministry of National Education in 2008, with a thickness of 200 pages. The second was *English in Focus for Grade VIII Junior High School (SMP/MTs)*, written by Artono Wardiman, Masduki B Jahur, and M Sukirman D., also published by the Ministry of National Education in 2008, with a thickness of 176 pages. In the 2013 Curriculum, researchers used two books: the first was *Bahasa Inggris: When English Rings a Bell SMP/MTs Class VIII*, published by the Ministry of National Education in 2014, with a thickness of 226 pages. The second was the revised 2017 edition of *Bahasa Inggris: When English Rings a Bell SMP/MTs Class VIII*,

written by Siti Wachidah, Asep Gunawan, and Diyantari, published by the Ministry of National Education in 2017, with a thickness of 234 pages. In the Independent Curriculum, researchers used two books: the first was *English for Nusantara for SMP/MTs Class VII*, written by Ika Lestari Damayanti and others, published by the Book Center. The second was *English for Nusantara for SMP/MTs Class VIII*, written by Ika Lestari Damayanti and others, published by the Ministry of Education, Culture, Research, and Technology. These books were chosen as research objects because initial observations indicated they contained relevant intercultural education pertinent to the research topic.

This study only used 2 books per curriculum because each book was selected to represent various aspects of the applicable curriculum and ensure adequate representation of intercultural and peace education. Two books per curriculum were sufficient to reflect important elements of the research topic, allowing for in-depth analysis without requiring excessive resources and time. By selecting available and relevant books, researchers ensured the consistency and quality of the data obtained.

### **Research Instruments**

In this research, research instruments were used to help find information to answer the research questions. The research instruments included the following:

a. Observation Sheet

The observation sheet was used to systematically record observable behaviors and events relevant to the research topic. Researchers employed this tool to meticulously document specific instances of cultural representations and peace education in English textbooks, as well as the interactions and responses of teachers and students within the classroom setting. Accompanying the observation sheet, researchers took notes. This tool was essential for ensuring that data collection was structured, objective, and repeatable, making it easier to track specific occurrences and draw consistent conclusions across different observations. By using an observation sheet, researchers ensured that important details related to cultural and peace education were captured systematically.

b. Comprehensive Notes

Comprehensive notes were taken to capture detailed observations and contextual insights that may not have been fully conveyed through the structured format alone. Additionally, the researcher acted as an instrument by actively participating in the observation process, employing interpretive skills and subjective understanding to enrich the data analysis. This combination allowed for an in-depth and multifaceted understanding of the educational dynamics and the participants' experiences. These notes were crucial because they enabled researchers to document nuances and subtleties in the classroom environment, interactions, and educational content that might have been missed in a more rigid format. By incorporating comprehensive notes, researchers enriched the data with interpretive insights and contextual details that contributed to a deeper understanding of the subject matter. This method added flexibility to the observation process, ensuring that nothing of significance was overlooked.

c. Researcher as Instrument

Researcher as Instrument referred to the active role that researchers took in collecting, analyzing, and interpreting data from English books. Researchers selected English books used in the junior high school curriculum for analysis. This process involved assessing books that were relevant to the research objectives, namely evaluating how the books presented intercultural educational content. Thematic reading was used by researchers to identify themes, patterns, and structures in the books. This process involved interpreting the meaning of the text and how the themes were relevant to the research questions. The use of the researcher as an instrument was essential because qualitative research often required subjective interpretation and contextual understanding, which only a human observer could provide. This approach allowed researchers to engage directly with the material, applying their expertise to interpret themes, patterns, and meanings within the text. By acting as an instrument, the researcher provided a more nuanced and informed analysis that aligned with the research objectives, such as evaluating how intercultural education was presented in textbooks.

### **Method of Data Collection**

Document study was used as a method of data collection in this research. Document study was a systematic approach to analyzing various forms of documents as a source of research data. The goal was to understand and convey the content, structure, and context of these documents. This method was used by researchers to evaluate how textbooks presented and integrated aspects of intercultural education. Using this method, researchers assessed how textbooks supported cross-cultural understanding and identified



areas for improvement in the delivery of intercultural educational material. Document study provided a systematic way to analyze different forms of documents, helping researchers gain insights into the intercultural educational content.

### Data Analysis Technique

For this research, researchers used Thematic Analysis to analyze the data. Thematic Analysis was a qualitative research technique used to identify, analyze, and report patterns (themes) within data. Researchers began by familiarizing themselves with the data, repeatedly reading through the survey responses to gain an in-depth understanding. They then generated initial codes to organize the data into meaningful groups. These initial codes were short labels or tags that captured important aspects of the data and helped in organizing it into more manageable units.

Inductive Thematic Analysis, a specific approach within Thematic Analysis, was utilized to allow themes to emerge from the data itself rather than being imposed by pre-existing theories or expectations. This approach was particularly useful when exploring new areas where researchers aimed to discover patterns and themes directly from the data without preconceived notions.

By employing Thematic Analysis with an inductive approach, researchers aim to uncover deeper meanings and implications within the survey responses, providing valuable insights into the representation of cultural diversity and peace education in English textbooks. This method allows for a detailed exploration of themes directly emerging from the data, offering a nuanced understanding of the research topic.

## RESULT AND DISCUSSION

### Result

#### *Analysis of Cross-Cultural Education Representation in English Textbooks*

The following is an analysis of the representation of cross-cultural education in the English textbooks used in this study. This analysis aims to identify the extent to which aspects of cross-cultural education are integrated in the textbooks, as well as how the content is presented to support intercultural understanding among students. The results of the analysis are presented in Table 4.1 below.

**Table 1.** Analysis of Cross-Cultural Education Representation in English Textbooks

Themes	Sub Themes	Evidence	Source
Cultural Awareness	Tradition	Festivals like Independence Day and traditional community rituals	English for Nusantara Class VIII, page 43
	Custom	Illustrations of local traditional celebrations	Scaffolding English for Junior High School Students for Grade VIII, page 131
	Place	References to landmarks such as Borobudur Temple	Scaffolding English for Junior High School Students for Grade VIII, page 43
	Legend Story	Mentions of legendary stories that are believed in Indonesia such as Timun Mas	English for Nusantara Class VIII, page 43
	Food	Mentions of traditional dishes like Rujak	English in Focus for Grade VIII Junior High School, page 111
	Language	Inclusion of dialogues in local dialects, e.g., Javanese	Scaffolding English for Junior High School Students for Grade VIII, page 20

Intercultural Skills	Clothing	Descriptions of traditional attire, such as Kebaya	English in Focus for Grade VIII Junior High School, page 40
	Art	Representation of Batik as part of cultural heritage	Scaffolding English for Junior High School Students for Grade VIII, page 55
	Family Roles	Emphasis on family structure and respect for elders	English in Focus for Grade VIII Junior High School, page 22
	Communication Styles	Activities that simulate dialogues between individuals from different cultural backgrounds	Scaffolding English for Junior High School Students for Grade VIII, page 30
	Empathy in Interactions	Exercises promoting empathy and understanding in conversations	Scaffolding English for Junior High School Students for Grade VIII, page 35
Peace Education	Conflict Resolution	Scenarios addressing conflict resolution across cultural boundaries	English in Focus for Grade VIII Junior High School, page 50
	Social Values	Promotion of Gotong Royong (community cooperation) as a core value	English in Focus for Grade VIII Junior High School, page 65
	Global Citizenship	Lessons on respecting cultural differences and promoting peaceful coexistence	Scaffolding English for Junior High School Students for Grade VIII, page 70
	Environmental Responsibility	Texts highlighting shared responsibility in protecting the environment	Scaffolding English for Junior High School Students for Grade VIII, page 75
	Unity in Diversity	Emphasis on the idea of unity within diversity through cultural exchange activities	English in Focus for Grade VIII Junior High School, page 80

This table organizes the cross-cultural and peace education themes found in Scaffolding English for Junior High School Students for Grade VIII (KTSP 2006) and English in Focus for Grade VIII Junior High School. "Cultural Awareness" includes subthemes like tradition, language, and art, allowing students to recognize and appreciate cultural diversity through localized content. "Intercultural Skills" cover practical communication elements, encouraging empathy and understanding in cross-cultural interactions. The "Peace Education" theme emphasizes unity, responsibility, and values like Gotong Royong, aligning with principles of global citizenship. These components foster students' abilities to navigate, appreciate, and contribute to a multicultural society.

Cross-cultural education is a critical component in developing students' global awareness and understanding. The Scaffolding English for Junior High School Students for Grade VIII (KTSP 2006) textbook addresses cross-cultural education through various elements embedded in its curriculum. This analysis explores how the textbook represents cross-cultural themes, including the content, approaches, and effectiveness in fostering an appreciation for diverse cultures. The textbook integrates cross-cultural elements by incorporating texts, dialogues, and stories set in different cultural contexts.

**Analysis of Peace Education Representation in English Textbooks**

In the following section, Table 4.2 presents a detailed analysis of the representation of peace education in English textbooks. This analysis is presented in tabular form to facilitate understanding of themes related to peace education and how these themes are represented in textbooks.

Table 2. Analysis of Peace Education Representation in English Textbooks

Themes	Sub Themes	Evidence	Source
Conflict Resolution	Peaceful Interaction	Scenarios and dialogues that model peaceful interactions	Scaffolding English for Junior High School Students for Grade VIII, page 6
	Empathy and Compassion	Texts that promote understanding others' perspectives and emotions	Scaffolding English for Junior High School Students for Grade VIII, page 146
	Mediation Techniques	Activities illustrating mediation skills for resolving disagreements	English in Focus for Grade VIII, page 28
Cultural Diversity	Respect for Differences	Conversations that show respect for differences of opinion	English in Focus for Grade VIII, page 36
	Inclusivity	Encouraging acceptance and inclusion in group work and discussions	Scaffolding English for Junior High School Students for Grade VIII, page 50
	Language Diversity	Text that explains language diversity in Indonesia	English for Nusantara for SMP/MTS grade VII, Page 166
Social Responsibility	Community Cooperation	Emphasis on community roles and responsibilities in conflict prevention	Scaffolding English for Junior High School Students for Grade VIII, page 65
	Environmental Awareness	Activities discussing environmental care as a community responsibility	Scaffolding English for Junior High School Students for Grade VIII, page 68
Global Peace Awareness	Anti-Bullying	Dialogues and role-plays aimed at understanding the impact of bullying on others	Scaffolding English for Junior High School Students for Grade VIII, page 72
	Global Conflicts	Stories or texts explaining the importance of global peace and cooperation	Scaffolding English for Junior High School Students for Grade VIII, page 78

The curriculum in Scaffolding English for Junior High School Students for Grade VIII integrates themes of Conflict Resolution, Cultural Diversity, Social Responsibility, and Global Peace Awareness to cultivate students' intercultural understanding and promote peace education. Through Conflict Resolution, students explore non-violent ways of addressing disagreements, learning practical skills such as peaceful interaction and mediation techniques. These lessons model how to handle conflicts constructively, fostering a classroom environment where empathy and compassion are prioritized. Empathy exercises encourage students to understand others' perspectives, a foundation for both intercultural respect and peaceful interactions.

Cultural Diversity enhances intercultural education by presenting varied cultural practices, traditions, and languages. Sub-themes like respect for differences and inclusivity teach students to value diversity, encouraging an open-minded attitude towards various cultural backgrounds. Language diversity,

introduced through greetings and expressions from different languages, also fosters an appreciation of linguistic variety, reinforcing the importance of respecting cultural identity and heritage.

In Social Responsibility, students learn the importance of their role within a community. Lessons focus on community cooperation and environmental awareness, underscoring how positive, collaborative actions contribute to society's well-being. These activities emphasize the role of cooperation in building a peaceful community, which is essential for fostering unity in multicultural settings.

Lastly, Global Peace Awareness addresses issues like anti-bullying and global conflicts to instill a sense of responsibility towards global harmony. Anti-bullying activities promote empathy, teaching students the impact of their actions on others. Lessons on global conflicts broaden students' perspectives, demonstrating that peace requires understanding, respect, and cooperation across borders. Altogether, these themes foster an environment of mutual respect, empathy, and peaceful coexistence, preparing students to engage with diverse communities constructively and harmoniously.

Scaffolding English for Junior High School Students for Grade VIII incorporates peace education through various texts and activities designed to promote understanding and resolution of conflicts. One unit addresses the theme of conflict resolution by presenting scenarios and dialogues that model peaceful interactions.

## **Discussion**

### ***Representation Of Intercultural Education And Peace Education In Junior High School English Textbooks***

The findings indicate that the English for Nusantara for SMP/MTs Class VIII textbook effectively incorporates peace education through its thematic content and activities, which emphasize empathy, cooperation, and respect for cultural diversity. These elements provide a robust framework for students to understand and internalize the principles of peace, encouraging them to apply these values in their daily interactions. The interactive nature of the exercises in the textbook promotes active engagement, allowing students to practice conflict resolution and understand the importance of fostering peaceful relationships. However, there remains room for improvement; a more explicit inclusion of global conflict and peace issues could deepen students' understanding of peace on an international scale.

The textbook under examination presents intercultural education through a variety of culturally rich texts and activities designed to engage students with both local and global cultures. The findings align with previous research conducted by Setyono & Widodo (2019), which highlighted the importance of incorporating multicultural values into English language teaching. The emphasis on respect for diversity, cultural appreciation, and peace promotion resonates with the themes identified in earlier studies, suggesting a consistent trend across various educational materials in Indonesia.

When compared with Setyono & Widodo (2019), Marwa (2021), and Sihombing & Nguyen (2022), the results indicate a commonality in the focus on multicultural representation. While Setyono & Widodo emphasize four themes of multicultural values, the current research identifies a broader integration of these values throughout the textbook, particularly in fostering students' understanding of global cultures. Additionally, the incorporation of local and neutral cultural contexts as outlined by Marwa (2021) supports the current findings that aim to bridge students' familiar cultural experiences with broader global perspectives.

Conversely, Jismulatif (2023) highlighted a disproportionate representation of source culture in existing textbooks, a limitation not observed in "English in Mind," which showcases a more balanced representation of Indonesian, target, and international cultures. This discrepancy indicates a potential shift in the approach to intercultural education in recent textbook developments, emphasizing a more comprehensive cultural portrayal.

Moreover, Habibah (2024) noted that the "English in Mind" textbook includes all aspects of multicultural values, particularly highlighting the appreciation of diverse perspectives. This focus on global community responsibility aligns with findings from Tien (2023), who discussed the presence of multiculturalism in English teaching materials in other contexts. However, Tien's study revealed limitations in the portrayal of intercultural knowledge and skills, an area where "English in Mind" excels by providing robust content that encourages active student engagement with various cultural narratives.

Based on the theories reviewed, it is evident that the concepts of intercultural and peace education go beyond mere awareness, aiming to foster deeper understanding and respect for cultural diversity. According to Chiriuc and Panciuc (2015), intercultural education is integral in enhancing intercultural relations, increasing tolerance, and training individuals to mediate social relations through the recognition and appreciation of cultural differences. This pedagogical approach aligns well with the findings on the

"English for Nusantara" textbook, which promotes empathy, cooperation, and respect for diversity. These educational elements are crucial in addressing the challenges posed by cultural differences in a globalized world, encouraging students to adopt inclusive attitudes and fostering mutual understanding.

Further, the concept of peace education as outlined by Muhammad (2022) underscores the dual goals of peace as both negative and positive. While the textbook addresses negative peace by promoting conflict resolution and the absence of violence, integrating positive peace principles, such as fairness, justice, and sustainable harmony, could further empower students to become agents of change. By embedding these aspects more explicitly, textbooks could move beyond conflict resolution, aiming to cultivate a broader commitment to social justice and community welfare. This approach not only enriches students' learning experiences but also aligns with the philosophies of intercultural and peace education, supporting the development of compassionate, globally-aware citizens.

### ***English Learning That Focuses On Intercultural And Peace Education To Improve Students' Speaking Skills At Junior High School Level***

The findings indicate that the English for Nusantara for SMP/MTs Class VIII textbook effectively incorporates peace education through its thematic content and activities, which emphasize empathy, cooperation, and respect for cultural diversity. These elements provide a robust framework for students to understand and internalize the principles of peace, encouraging them to apply these values in their daily interactions. The interactive nature of the exercises in the textbook promotes active engagement, allowing students to practice conflict resolution and understand the importance of fostering peaceful relationships.

Additionally, the focus on cultural diversity aligns with intercultural education, directing students towards recognizing and valuing differences among various cultures, which is essential for nurturing a peaceful coexistence. By exposing students to diverse cultural perspectives, the textbook not only facilitates the understanding of peace within their local contexts but also cultivates an awareness of global interdependence. However, there remains room for improvement; a more explicit inclusion of global conflict and peace issues could deepen students' understanding of peace on an international scale. Such an approach would encourage learners to critically engage with pressing global challenges, thereby enhancing their ability to navigate and contribute positively to an increasingly interconnected world.

The current findings align with earlier studies that emphasize the importance of integrating peace and multicultural education in English language teaching materials. For instance, Setyono & Widodo (2019) identified that textbooks for senior high school students promote peace by addressing themes of conflict avoidance and respect for cultural diversity. This theme is also echoed in Marwa's (2021) work, where the integration of local cultural frameworks helps contextualize discussions around global cultures, fostering a deeper understanding of peace and diversity.

However, a notable distinction arises in the emphasis on peace education between the different educational levels. Research conducted by Noorfauzi (2023) and Jismulatif (2023) indicates a predominant focus on source cultures in textbooks, suggesting that while multicultural elements are present, there is a gap in addressing international peace issues. In contrast, the English for Nusantara textbook aims to actively engage students in peace education through collaborative exercises and emotional intelligence development, suggesting a more proactive approach to peace education than what was found in senior high school materials.

Furthermore, the emphasis on global community responsibility highlighted by Habibah (2024) resonates with the findings from the English for Nusantara textbook. Both suggest a shift towards cultivating intercultural competence through a better understanding of global perspectives. This reinforces the need for educational materials that not only present cultural content but also engage students in meaningful ways to foster a sense of unity and responsibility within a diverse global community.

In conclusion, while the English for Nusantara for SMP/MTs Class VIII textbook reflects an effective representation of peace education comparable to previous studies, it also presents unique features that enhance students' engagement with peace principles. This reflects a growing recognition of the importance of peace education within junior high school curricula and underscores the need for continuous improvement in addressing global issues and cultural diversity.

The integration of peace and intercultural education in English learning at the junior high school level not only aligns with the values of empathy, respect, and cultural awareness but also provides a framework for conflict resolution and understanding. According to Chiriac and Panciuc (2015), intercultural education is essential in developing students' appreciation for cultural diversity and their ability to interact harmoniously across different backgrounds. This approach seeks to enhance intercultural relations by fostering tolerance and acceptance, which are fundamental for peace-building. Intercultural education, as

Chiriac and Panciuc (2015) outline, is not merely an academic addition but serves as a transformative pedagogical approach aimed at equipping students to value diversity, thereby reducing potential conflicts arising from misunderstandings and cultural biases.

Furthermore, peace education, as emphasized by Guilherme (2020), is designed to impart not only the knowledge of peace-building principles but also to develop students' reflective and participatory skills in handling conflicts constructively. The English for Nusantara textbook's focus on empathy and cooperative activities embodies this peace education model, as it encourages students to internalize values that lead to peaceful interactions. Muhammad (2022) suggests that peace education fundamentally shapes students' attitudes towards non-violence and justice, which reinforces their emotional intelligence and self-regulation—crucial skills for positive engagement in multicultural environments. This aligns with the textbook's role in enhancing students' capacity for "positive peace," which, according to Muhammad (2022), is not just the absence of conflict but the presence of harmonious, respectful relationships cultivated through conscious educational efforts.

In summary, the English for Nusantara textbook exemplifies how peace and intercultural education can be embedded in language learning to equip students with critical competencies for global citizenship. By fostering empathy, tolerance, and respect for cultural differences, the textbook aligns with educational theories that underscore the role of intercultural understanding in creating a more inclusive and peaceful society.

## CONCLUSION

English textbook successfully integrates peace education and intercultural awareness through its thematic content and activities. By emphasizing empathy, cooperation, and respect for cultural diversity, the textbook provides students with a solid framework to internalize peace principles and apply them in daily interactions. The interactive exercises encourage active student engagement, fostering skills in conflict resolution and peaceful relationship-building. However, there is room for improvement in incorporating more explicit discussions of global peace and conflict issues, which could deepen students' understanding of peace on an international scale.

The textbook aligns with previous research on the importance of integrating multicultural values into English language education, fostering both local and global cultural awareness. This approach is in line with the growing emphasis on intercultural education and global community responsibility in recent educational materials. The findings suggest a shift towards a more balanced representation of cultures, bridging local and global perspectives, and promoting a comprehensive understanding of cultural diversity.

Furthermore, the textbook's approach to peace education not only addresses conflict resolution but also emphasizes positive peace, including fairness, justice, and sustainable harmony. This provides students with a broader commitment to social justice and community welfare, empowering them to become agents of change. Overall, the English textbook exemplifies how peace and intercultural education can be embedded in language learning, equipping students with critical competencies for global citizenship. It highlights the importance of fostering empathy, tolerance, and respect for cultural differences as essential components in creating a more inclusive and peaceful society.

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