The Representation of Peace Values in Indonesian Primary School Textbooks: Marrying of Ecovisual Judgment Theory with Environmental Literacy

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Abstract

This qualitative research, employing content analysis, aims to achieve two objectives: (1) to examine self-values, which encompass the categories of literacy and environmental assessment, and (2) to explore social peace values, which include the categories of content and environmental literacy assessment. The research data consist of images accompanied by textual elements sourced from Indonesian language textbooks used in grades 5 and 6 of primary schools. These textbooks are published by the Center for Curriculum, Research, and Book Development, which operates directly under the Ministry of Education and Culture, Republic of Indonesia in support of the Sustainable Development Goals (SDGs). The findings of the research reveal that (1) the values of oneself include acceptance of conditions, wisdom, adherence to rules, patience, consistency, cleanliness, hard work, creativity, enthusiasm, and hard work. Meanwhile, (2) the values of social peace consist of cooperation, care for the environment and other living beings, togetherness, and respect for others' rights. These two categories are spread across texts of types environmental behavior, knowledge, affect, and cognitive, which are included in the categories of social esteem and sanction. Overall, the findings of this research indicate that the discursive practices within the textbooks aim to shape individuals who are independent and cooperative, with an emphasis on inclusivity, appreciation of diversity, and mutual intercultural respect in fostering environmental peace. The analytical framework developed in this study represents a novel contribution to environmental discourse analysis and can be utilized by future researchers, both locally and globally, to study textbooks. Future research could focus on a lexico-grammatical analysis of engagement and graduation elements, with the aim of deepening understanding and enhancing the delivery of sustainability solutions.

Keywords:

Appraisal Theory, Environmental Literacy, Indonesian Language, Language Textbook, Moral Value

Introduction

The environment is a green natural resource, and its sustainability must be preserved to achieve a peaceful and harmonious life (D'Apice & Bromley, 2023). With this goal in mind, the United Nations proposes Sustainable Development Goals (SDGs) to ensure long-term global prosperity by integrating sustainability into education. This integration is crucial for realizing this concept (Andajani et al., 2024; Suwandi et al., 2024). In this context, significant contributions can be made toward achieving SDGs 4 (Quality Education) and SDGs 13 (Climate Action). As a country known as the "lungs of the world" with the second-largest forest area after the Amazon (Prastio et al., 2023; Andajani et al., 2024), Indonesia plays a crucial role in promoting sustainable living and supporting the measures outlined by the UN in the Sustainable Development Goals (SDGs). The Indonesian government has addressed this through Law Number 32 of 2009, which establishes standards and regulations for environmental conservation efforts to prevent and mitigate environmental degradation.

One concrete step toward this goal is the integration of Environmental Literacy (EL) content into the education curriculum. This aims to foster environmental awareness and responsibility, shaping attitudes, values, and actions based on an understanding of the potential detrimental impacts (Pratiwi et al., 2022; Lee & Kang, 2023; Suwandi et al., 2024; BR, 2024). Based on these facts, significant contributions can be made to shape a younger generation that cares about the sustainability of current and future life. Sustainability in education goes beyond merely teaching environmental content (Micalay-Hurtado & Poole, 2022; Pratiwi et al., 2022; Gultekin & Yigit Gencten, 2024). It requires the integration of sustainable practices and principles throughout the education system (Kapranov, 2022; Roekhan et al., 2024). Regrettably, evaluations related to the integration of sustainable practices and principles throughout the education system have not been widely discussed by previous researchers in Indonesia. Nevertheless, it is a crucial initial step in shaping environmental consciousness (Karatekin, 2012; Imelwaty et al., 2022; Curdt-Christiansen, 2020; Gultekin & Yigit Gencten, 2024), especially when children begin to learn social interactions outside the family through texts and visual elements (Puspitasari et al., 2021). In this context, character formation through a combination of visual elements and text that promotes peace values is essential.

Peace value is one of the essential positive values that every individual in the world should possess (Roekhan et al., 2024), particularly considering the rising global conflicts such as bullying, cyberbullying, wars, land disputes, etc. Research by Andajani et al. (2024) on discursive practices in instilling peace values to foreign students learning Indonesian language shows its role in creating individuals who support a more harmonious life with themselves and the social environment. In Ethiopia, Gebregeorgis (2017) revealed that such practices in textbooks are used to promote safer and more stable conditions, as well as reduce crime incidents and conflicts. Therefore, instilling the value of peace in elementary school students will reduce negative behaviors. This approach is expected to minimize violence, foster empathy, enhance effective communication, cultivate exemplary leadership, and reduce stress and tension.

In evaluating how discursive practices shape the values of peace embedded in textbooks, it is necessary to draw on theories developed within the framework of systemic functional linguistics. One such theory, appraisal theory, particularly focusing on the aspect of attitude, is useful for evaluating the values conveyed in both spoken and written texts (Puspitasari et al., 2021). Similarly, it is valuable for assessing the language used to express attitudes, build social relationships, and influence listeners or readers in communicative contexts (Martutik et al., 2024). Additionally, this theory can be applied across various discourses, such as advertising discourse (e.g., Istianah & Suhandano, 2022), academic text evaluation (e.g., Hashemi & Mahdavirad, 2023), and news texts (e.g., Puspita & Pranoto, 2021). In the context of this research, the theory is applicable and can be employed in English Language texts within elementary school textbooks. Therefore, exploring content related to the discursive practice of instilling peace values through appraisal theory is highly relevant, allowing researchers to comprehensively investigate how moral values are formed, distributed, and negotiated in communication (Imelwaty et al., 2022; Andajani et al., 2023). Such research enables a deeper understanding of discursive practices as they are manifested in textbook texts.

One aspect of evaluation in appraisal theory is attitude, specifically the types of judgment: esteem and sanction. According to Mayo and Taboada (2017), the attitude system can be considered central to appraisal theory because it provides core expressions of feelings and evaluations of people and objects. Therefore, utilizing the judgment system helps to identify how the discursive practices structured by textbook designers contribute to character formation that impacts sustainable living. In this study, the focus on analyzing visual elements accompanied by textual judgments within textbooks allows for a more holistic evaluation of how various elements represent and influence children's understanding of the world around them (Puspitasari et al., 2021). For example, in this context, understanding the importance of positive behaviors toward rivers, nature, and forests. Such studies serve as important mediums for examining how curriculum designers introduce cultural representations, identities, and positive values to

elementary school children through visual and textual elements, emphasizing a multimodal approach. This has also been demonstrated by previous research. For instance, studies on judgment by Puspitasari et al. (2021) and Sulistiyo et al. (2020) found that the discursive practices in English textbooks for elementary school students in Indonesia are intended to introduce and even instill certain values aligned with the ideology of the Indonesian state. Meanwhile, in the context of teaching Indonesian as a foreign language, studies by Roekhan et al. (2024) and Andajani et al. (2024) have been conducted to support learners in achieving communicative competence, meaning a deep understanding of the Indonesian language and culture to minimize social conflicts.

The lack of research on incorporating peace values through textual content combined with visual elements in EL texts in primary school textbooks using attitude theory makes this research a pioneering study. To date, observations show that research on discursive practices of instilling peace values in Indonesia has been limited. Turnip and Yanto (2021) conducted a study on English language learning textbooks at the junior high school level using critical discourse analysis but without considering attitude studies. Similarly, Roekhan et al. (2024) and Andajani et al. (2024) focused on Indonesian language textbooks for foreign speakers with different text types. Abroad, there have been studies like Gebregeorgis (2017) analyzing English for Ethiopia Student Textbook Grade 9 in Ethiopia, and Akbana and Yavuz (2022) studying coursebooks from level A1 to C1 in Turkey.

Over the past two decades, research on EL texts both in Indonesia and abroad has mainly concentrated on content analysis. For instance, Suwandi et al. (2024) explored Indonesian language textbooks at the high school level, while Lee and Kang (2023) focused on Korean language learning books in China. At the primary school level, studies like Karatekin (2012) discussing social studies textbooks in Turkey, and Curdt-Christiansen (2020) studying language textbooks in China are notable. This research aims to contribute to the EL research literature by employing critical linguistic theory, particularly the Appraisal Theory (AT). Previous studies have mostly utilized other types of critical linguistic theories. For example, in Indonesia, Triyono et al. (2023) utilized eco-linguistic theory in examining English language textbooks for senior high school students. However, there is still limited research on EL utilizing critical linguistic theory in Indonesia. Abroad, research such as Cristovão et al.'s (2022) study on English language textbooks in Brazilian public secondary schools and Micalay-Hurtado and Poole's (2022) proposal of ecocritical language awareness in English language learning contexts indicate avenues for further exploration.

In line with the foregoing discussion, integrating the concept of environmental peace with Indonesian Language education helps to enhance environmental awareness and ethics among children. Meanwhile, the attitude system, particularly the types of social esteem and sanction judgments within appraisal theory, aids in exploring the discursive practices employed by the Indonesian government in shaping future generations capable of realizing sustainable living. As such, this integration can shape a younger generation that is more caring and responsible towards the environment through the right pedagogical approach and policy support. In Indonesia, these concepts are included in the elementary school curriculum through various subjects and extracurricular activities (Triyono et al., 2023). This research focuses on Indonesian language textbooks. The material presented in these textbooks influences students' attitudes and behaviors towards the environment by providing elements, such as inspirational stories, informative texts, and interactive activities, in addition to teaching language skills. Similarly, the findings of Andajani et al. (2024) conclude that language learning textbooks are not only useful for teaching language skills and vocabulary but also for spreading important ideas about sustainable living. Therefore, the results of this research have the potential to provide insights into the strengths and weaknesses of the pedagogical tools used in the Indonesian curriculum. In short, it provides valuable information to determine the effectiveness of character formation that supports the sustainability of life in this planet. Lastly, this research has two objectives:

1. to explore the content of discursive practices in instilling peace values within oneself through textual elements combined with visuals in EL texts in primary schools, using the judgment category in the appraisal theory.

2. to examine the discursive practices in instilling peace values within the social environment through textual elements combined with visuals in EL texts in primary schools, using the judgment category in the appraisal theory.

Literature Review

Insights Related to Indonesian Language and its Teaching

At present, Indonesian is spoken by approximately 269 million people (Hamdani et al., 2022). Many Indonesians learn standardized Indonesian in formal institutions. Standard Indonesian has rigidly defined clause structures but flexible arrangements of clause elements in everyday usage. This diversity arises because not all Indonesians have Indonesian as their mother tongue; they speak regional languages according to their upbringing. Indonesia is a multilingual and multicultural society with 742 languages/dialects, encompassing numerous

ethnic and sub-ethnic groups totaling no fewer than 478. Given this diversity, it is understandable that Indonesian language learning programs exist to help learners master various standardized forms. Functionally, Indonesian serves as a unifying language and communication medium, fostering strong social relationships and expanding social networks across diverse linguistic backgrounds. According to Pratiwi et al. (2023), Indonesian language education aims to enhance the communicative competence of native Indonesians in standard, informal, and formal language, taught from primary school to university through textbooks.

In Indonesia, books are developed by the government or credible, licensed private parties. Textbook development in Indonesia must adhere to the state's ideology, Pancasila, and therefore should not contain elements such as ethnic, religious, racial, and inter-group issues, pornography, or any other content considered contradictory to the moral values upheld by Indonesian society (Andajani et al., 2024). According to Law No. 3 of 2017 on the Book System, the Indonesian government is required to provide quality textbooks in line with the applicable curriculum, which is currently competency-based. The circular letter issued by Pusat Perbukuan (2019) outlines several indicators that must be met in developing instructional textbooks: they should promote positive morality, include not only theories but also practices, promote literacy (e.g., digital, science, basic, economics, health, environment), develop 21st-century skills, and adapt to technological advancements, social diversity, and High-Order Thinking Skills (HOTS). These indicators should be realized through various engaging instructional activities, aimed at achieving the objectives of the current curriculum applied in Indonesia.

Currently, the Indonesian government develops textbooks for students from kindergarten to senior high school levels. The arrangement of materials at the primary school level follows the applicable curriculum and the developmental stage of students (Roekhan et al., 2024). Specifically in this research, the focus was on primary schools that utilize the Indonesian government's curriculum, textbooks, and policies to support sustainable and peaceful living. Primary schools in Indonesia consist of six grades, which is taken into account when developing instructional materials for Indonesian textbooks to clearly differentiate between levels. In general, children in Indonesia attend primary school from ages six to twelve, so the development of textbooks also considers age-related characteristics. These factors serve as references in developing instructional materials and determining the progression between grades in primary schools (Fuchs et al., 2022). In Indonesia, materials for lower-grade primary school students focus on developing

four language skills, arithmetic skills, and efforts to instill positive moral values prevalent in the country. Textbooks covering these subjects are designed to be multimodal, meaning that they are presented with pictures and illustrations that help improve students' understanding. This design aims to facilitate faster comprehension of the materials and helps students to focus on the content being taught.

Textbooks as Discursive Practices in Instilling Peace Values

One of the essential learning resources that influence and enhance students' competence is textbooks. Textbooks not only teach vocabulary and grammar but also emphasize the introduction and instillation of positive values that are beneficial for students' lives (Gebregeorgis, 2017; Puspitasari, Widodo, et al., 2021; Lee & Kang, 2023; Suwandi et al., 2024; Andajani et al., 2024; Roekhan, Suyitno, et al., 2024) . This is related to the introduction of language, culture, and morals associated with the language being studied, where the use of language that considers cultural context, interlocutors, and conversational situations will create peace (Roekhan et al., 2024; Sadiah et al., 2024). Considering this, it is not surprising that textbooks play a strategic role in enhancing EL skills and sustainable peaceful living (Lee & Kang, 2023).

Furthermore, peace values have a long history in educational curricula around the world, particularly in response to the many negative situations and conflicts, especially in regions prone to violence. Promoting peace values is essential because peace is the foundation for global security, sustainable development, and the protection of human rights (Gebregeorgis, 2017). To create such conditions, Pratiwi et al. (2023) state that the use of positive language resulting from the learning process plays a key role, for instance, in resolving conflicts peacefully through dialogue and diplomatic talks, negotiations, and mediation using language as an intermediary. Therefore, creating a safer, fairer, and more prosperous world for everyone involves leveraging the role of learning or education. As a step in creating a peaceful atmosphere, Balasooriya (2001) proposed the concept presented in Table 1, which is useful as a guideline for discursive practice.

Table 1.
Peace Value

No	Type of peace value	Reference
1	Peace value with oneself	Happy, patient, consistent, religious, creative, clean, hard-working, accepting, wise, honest, diligent, enthusiastic, etc.
2	Peace value with social environment	Democracy, cooperation, respect for human rights, social justice, friendliness, respect for social and cultural differences, togetherness, politeness, tolerance, etc.

Finally, in language learning, the concept of instilling peace values is integrated through visual and textual elements (Andajani et al., 2024). According to functional language theory, Ariyanto (2018) states that "language is a social practice" and emphasizes the importance of context in language use. This implies that multimodal elements, combined with microlinguistic elements in texts, are designed with specific goals in mind to meet the objectives set by curriculum and textbook designers. Various social practices and discursive activities for students are facilitated through textbooks (Roekhan et al., 2024; Khokhar, 2024). In this research context, the use of images related to the EL that contain words, clauses, and even sentences is intended to instill peace values.

The Concept of Environmental Literacy to Support Environmental Sustainability

Environmental Literacy (EL) helps individuals develop sensitivity and take positive actions towards the environment, supporting sustainable living on Earth (Lee & Kang, 2023). This concept is fundamental to EL (Suwandi et al., 2024). Historically, EL was introduced by UNESCO in 1975 through The Tbilisi Declaration, which emphasized the importance of promoting environmental awareness, knowledge, and responsibility among citizens to address current and future environmental challenges. Roth (1992) further refined this concept by focusing on the understanding, knowledge, attitudes, and skills necessary to address environmental issues. The concept of EL was eventually expanded and adopted by the North American Association for Environmental Education (NAAEE), comprising four elements: cognitive knowledge, skills, affect, and behavior (Hollweg et al., 2011). It is crucial to introduce these concepts to children as early as possible. In this research context, instilling the concept of EL in primary school children is important because this period is a critical phase for shaping their character and personality. Their future attitudes and behaviors are largely determined during this phase (Imelwaty et al., 2022).

EL will enhance individuals' awareness of environmental crises. This is a tangible step towards creating environmental sustainability (Gursel-Bilgin et al., 2023), a concept of living that meets present needs without compromising the ability of future generations to meet their own (BR, 2024). Therefore, EL and environmental sustainability complement each other, emphasizing the importance of understanding, respecting, and protecting nature for both current and future generations. Both concepts play a crucial role in increasing environmental awareness, promoting responsible behavior, and nurturing resilient and sustainable children. However, to achieve this, Roekhan et al. (2024) suggest that EL integrated into the curriculum must be supported by

competent teachers, engaging teaching methods, and involvement of parents and communities to effectively raise awareness and promote sustainable actions among students. In short, collaboration among various stakeholders is essential.

Table 2.
Competencies and Indicators of EL by Hollweg et al. (2011)

No	Competencies	Indicators
1.	Ecological Knowledge	Knowledge of physical and ecological systems Knowledge of social, cultural, and political systems Knowledge of environmental issues Knowledge of various solutions to environmental problems Knowledge of citizen participation and action strategies
2.	Environmental Affect	Sensitivity to the environment Attitudes, concern, and views towards the environment Personal responsibility Control and perception Motivation and intention
3.	Cognitive Skills	Identifying environmental issues Asking relevant questions Analyzing environmental problems Investigating environmental issues Evaluating and making personal judgments about environmental issues Using evidence and knowledge to solve problems Creating and evaluating plans to address environmental issues
4.	Environmental Behaviour	Assisting in preventing or solving environmental problems Encouraging others to take correct actions on environmental issues Using financial support to aid in restoring or solving environmental problems Pressuring political institutions or government to take positive action on the environment Supporting rules designed for environmental improvement or preservation

Research Method

Types of Research and Data Sources

The approach adopted by this research for data collection was qualitative, specifically content analysis. According to Suwandi et al. (2024), qualitative content analysis goes beyond merely counting the frequency of characters in a text; it seeks to understand social reality and context in a broader sense. This approach is inherently connected to the meaning, intention, consequences, and context, and it involves describing words, phrases, or sentences while considering the contextual environment (Para, 2024). Thus, it provides detailed data and enables a comprehensive understanding of real-life scenarios.

Visual elements related to EL were sourced from six Indonesian language textbooks for primary school students, from grades 5 and 6. These textbooks are published by the Center for Curriculum, Research, and Book Development, which operates directly under the Ministry of Education and Culture, Republic of Indonesia. Therefore, the books met the established criteria. Similarly, Pratiwi et al. (2023) state that when selecting data sources from educational artifacts for analysis, researchers must consider reliable sources to obtain accurate and trustworthy results.

The researchers identified three considerations in determining the data sources: (1) they were the primary sources for most private and public schools in Indonesia, and possibly for Indonesian primary schools abroad, (2) they contained rich verbal and visual content related to environmental literacy, crucial for fostering positive attitudes supporting sustainable living, and (3) the authors of these books were experienced professionals in educational material development. This study included only a representative sample of comments obtained from observations, not all collected data. According to Martutik et al. (2024), data collection of this nature would not be effective if done randomly without further specific considerations. Therefore, the researchers established several criteria to ensure the validity of the presented data. In this study, the criteria used to assess data suitability were: (1) alignment with the research objectives, (2) representation of phenomena related to environmental conservation efforts, and (3) the most representative data elements aligned with the research objectives for presentation. However, these criteria were developed by the researchers themselves, which raises concerns about potential bias. Even though the authors have extensive experience in qualitative research, their personal or professional perspectives might influence the data presented (Pratiwi et al., 2023). To reduce research bias and ensure the data is valid and reliable, researchers should conduct a Focus Group Discussion (FGD) with experts in the relevant fields (Para, 2024). In this research, the researchers consulted three experts: one in teaching Indonesian to elementary school children, one in developing teaching materials based on environmental literacy, and a linguist specializing in applied linguistics. The data reliability and agreement among these experts were over 95%, indicating a reliable data system.

Analytical Framework and Data Collection Procedures

This study adopted a theory stemming from the development and expansion within the Systemic Linguistic Functional framework. Specifically, the sub-attitude within AT, as proposed by Martin and White (2005), served as a framework for analyzing EL texts containing peace values. These elements can be conveyed either implicitly (spoken) or explicitly (written), and they can be evaluated as positively or negatively oriented (Martutik et al., 2024). In connection with this, further classification focused on Judgment, examining individual actions' assessment through social esteem and social sanction, with subcategories detailed in Table 3. For the analysis of EL texts, we adopted the concept from Hollweg et al. (2011). Thus, the concept of peace values further guided us on understanding how aspects of peace operate within oneself and socially.

Table 3.

Judgment by Martin and White (2005)

Type of Negative Judgment	No	Category	Description	Example Reference of Meaning
Social esteem	1	Normality	Appropriateness in what is being assessed	Admirable, fascinated, appropriate, usual, right, fortunate
	2	Abnormality	Inappropriateness in what is being assessed	Hapless, unlucky, also-ran, obscure, star-crossed, peculiar, odd, unpredictable, eccentric, erratic, dated, daggy, retrograde
	3	Capacity	Competence in what is being assessed	Strong, sturdy, durable, talented, insightful, prosperous, skilled, expert, productive, reasonable
	4	Incapacity	Absence of competence in what is being assessed	Wimpy, mild, weak, crippled, sick, unsound, helpless, childish, immature, slow, stupid, thick, dull, grave, dreary, flaky, neurotic, insane, native, inexpert, foolish, unsuccessful, unproductive, uneducated, illiterate, ignorant, incompetent, unaccomplished
	5	Tenacity	Mental character in what is being assessed	Tenacious, consistent, adaptive, tireless, accommodating, brave, gallant, resourceful, sincere
	6	Intenacity	Absence of mental character in what is being assessed	Gutless; cowardly; timid; rash; impatient; impetuous; reckless; capricious; hasty; weak; distracted, despondent; undependable; unreliable; stubborn; obstinate; willful; unfaithful; disloyal; inconstant
Social sanction	7	Veracity	Truthfulness of someone's action	Honest, straightforward, trustworthy, and wise
	8	Inveracity	Insincerity in what is being assessed	Lying; deceitful, dishonest; manipulative; devious; deceptive; blabbermouth; blunt
	9	Propriety	Positive moral evaluation possessed	Good, ethical, fair, law-abiding, polite, charitable, simple, sensitive, caring
	10	Impropriety	Negative moral evaluation in what is being assessed	Evil; immoral; bad; selfish; greedy; avaricious; rude; discourteous; irreverent; vain; arrogant; cruel; mean; insensitive; corrupt; unfair; unjust

The data analysis procedure for this research adopts five stages, taking into account Creswell's (2014) ideas on data analysis. The first step begins with observing the distribution of environmental themes in each textbook analyzed, which serves as a guide for organizing the raw data. The second step involves preparing the raw data for analysis. At this stage, the researchers also ensured that the data contained values of peace according to their categories (see Table 1), components of EL (see Table 2), and Judgment (see Table 3). Examples of the results from this stage is presented in Table 4. The third step involves re-reading the collected data to further verify it with the experts who participated in the FGD, as described earlier. The fourth step is classifying the data based on identification and validation results. The fifth step involves analyzing the data by connecting it with several relevant theories and previous research findings.

Table 4.
Example Data Analysis

No	Theory	Example Data	Analysis Result
1	Peace Value (2001)	He also managed to plant banyan trees and ornamental plants.	Peace value - Peace values within oneself in the form of hard work, diligence, and creativity
2	Martin & White's (2005) language appraisal theory		Judgment -social sanction + propriety
3	Competence and Indicators of Environmental Literacy by Hollweg et al. (2011)		Environmental literacy category - Environmental behavior with steps to help restore or solve environmental problems

General Findings

Discourse categorized under judgment is used by textbook developers to engage in discursive practices of instilling peace values in children. Regarding the manner of delivering judgment, social esteem type is used to respond to environmental conditions, while sanction is used to evaluate individuals' actions towards the environment. It represents the values of locality based on the context in which these values are embedded. A child at the primary school level begins to learn to behave according to socially acceptable norms as their understanding of right and wrong develops through social interactions (Puspitasari et al., 2021). Therefore, these findings manifest the peace values applied by Indonesian society in realizing sustainability.

Based on the findings, discursive practices of instilling peace values within oneself are conducted by textbook developers to instill values in children. This is done through introducing the concept of integrating reduce, reuse, and recycle. Research findings in Turkey indicate that the integration of these concepts into education enhances individuals' awareness of zero-waste activities and recycling (Bulut, 2020), thus indicating a commendable initiative. Meanwhile, social peace values emphasize the practice of instilling willingness to engage in collaborative problem-solving, which has a positive impact on fostering critical environmental attitudes (Amin et al., 2020). This is done through discussions, commitments, demonstrations, and actual greening actions. Based on these findings, the Indonesian education curriculum has supported sustainability discourse by training children to think critically.

Based on findings related to visual elements, it becomes evident that multicultural and gender concepts are portrayed. The introduction of multiculturalism aims to teach children about inclusivity, diversity appreciation, and mutual respect among cultures to foster sustainable living. Consistently, through images representing various ethnicities, cultures, and backgrounds of children, children become aware of the diversity in the world they live in (Parlindungan et al., 2018). These findings depict differences in skin color, hair types, and belief systems. As stated by Pratiwi et al. (2023), these characters are considered to represent the diversity of Indonesia, including cultural, geographical, religious, and gender differences. Therefore, the textbooks examined create an inclusive learning environment to support the development of social and emotional understanding. Multicultural visuals can also help children feel represented and valued in their school curriculum (Setyono & Widodo, 2019). It is also noted that this research reinforces previous studies. For instance, it enhances students' semiotic repertoire, increases awareness of environmental issues, and supports the representation of complex biological processes. Additionally, using various perspectives in teaching environmental issues has been shown to enhance students' vocabulary and critical thinking skills (Christenson, 2004). In short, this research emphasizes the importance of multimodal environmental texts in primary education, both in terms of content and pedagogy.

In terms of gender roles, this research reveals that textbook developers aim to highlight that sustainable living is not solely the responsibility of men or women. Although socioculturally, outdoor heavy work is traditionally seen as men's domain, in the face of increasingly adverse environmental conditions, women also play a crucial role in addressing environmental challenges. This underscores the importance of teaching students the value of collaborative efforts to create a harmonious and sustainable life. Similarly, Drake et al. (2024) stress the role of education in promoting social equality and challenging gender stereotypes. Another study by Parwati et al. (2021) further emphasizes the importance

of dismantling gender stereotypes from an early age to foster sustainable communities. Hence, these textbooks genuinely consider the ethnic and cultural diversity in Indonesia to support sustainable living.

Based on the research findings, this study has important pedagogical implications that could serve as a powerful tool for achieving sustainable living through the learning materials used by children. The pedagogical implication is that the Indonesian government's decision to integrate environmental concepts in the education curriculum represents a strategic step. However, it would be even more

effective if they paid more attention to incorporating persuasive linguistic elements. This means that, in the future, the findings of this research can guide the development of education policies that better integrate environmental literacy into the curriculum. In line with this, collaboration among curriculum developers, applied linguistics experts, and publishers to create or select more inclusive and environmentally-oriented teaching materials is essential for achieving SDG 4 (Andajani et al., 2024). Therefore, these findings can be used as policy recommendations for devising strategies that not only improve children's language competencies but also foster positive attitudes.

Table 5.

Description of peace value data in the textbooks reviewed using ecovisual judgment approach and environmental literacy concept

Category of peace value	Figure	Ecovisual judgment theory	Environmental literacy
Oneself	1	Two objects represented in visual text consist of two shopping bags made from rattan and recycled materials. These shopping bags are commonly found in traditional markets, modern stores, and malls. This is because the use of these materials for shopping bags has been regulated by the government as environmentally friendly.	Ecological Behavior
	2	Four objects represented in visual text include a water bottle, food container, utensils (fork and spoon), and a reusable straw. These items are environmentally friendly as they are reusable and do not contribute to plastic waste.	Ecological knowledge
	3	Two objects represented in visual text are waste bins. One bin is for organic waste, and the other is for inorganic waste. The images aim to show the separation of easily decomposable and non-decomposable waste, which should be sorted accordingly. Additionally, the bins are distinguished by different colors and labels.	Cognitive Skill
	4	One child represented in the visual text is a disabled boy throwing away a banana peel. The banana peel is disposed of in a composting area. This visualization shows that no one, regardless of their condition, is hindered from participating in environmental conservation efforts.	Ecological Behavior
	5	Another child represented in the visual text is a girl wearing a headscarf and a hat, dressed for gardening. With a wide and cheerful smile, she is holding a tree seedling ready for planting. This visualization demonstrates that everyone, from any religion, should participate in environmental preservation by planting trees around them.	Ecological Behavior
	6	An elderly person represented in the visual text is planting a tree seedling in his backyard. He is planting the tree to help combat the drought occurring around his home. This visualization also shows that everyone, regardless of age, should and must participate in helping to preserve the environment.	Ecological Behavior
	7	Two girls are represented in the visual text, with one dressed in trendy fashion and the other in simple attire, not always following trends. The visualization depicts issues in textiles where following fashion trends can lead to accumulation of fashion waste that is difficult to decompose. In contrast, the simplicity in dressing in the other image shows using clothes according to what one owns, thus minimizing textile waste.	Ecological Knowledge
Social	8	Three participants represented in the visual text consist of one girl (in a thoughtful gesture) and two boys (one boy with glasses is reading a book while the other is writing). This visualization portrays children engaged in learning, often seeking solutions to environmental crises.	Environmental Affect
	9	Six participants are represented in this visual text. Unfortunately, the gender of the depicted children's hands cannot be clearly identified, but they come in different skin tones and hand sizes. The accompanying text clearly shows their commitment to addressing waste pollution in efforts towards sustainable living.	Ecological Behavior
	10	Four participants are represented in the visual text, consisting of two boys and two girls. They are engaged in a demonstration to address climate change.	Ecological Behavior
	11	Two participants are represented in the visual text, comprising one boy and one girl. In the image, they are seen planting two trees, with one tree already planted and another tree yet to be planted. In short, this visualization embodies the concept of greening efforts, supported by available linguistic elements.	Ecological Behavior

Table 5 presents information on 11 selected relevant texts chosen for detailed analysis. This selection was due to space limitations, which prevented the inclusion of more texts. These texts were categorized into two groups: peace within oneself and social peace. For more detailed information, it is presented as follows.

Discursive Practices in Promoting Inner Peace Values for Achieving Sustainability

Figures 1 and 2 depict findings related to discursive practices aimed at teaching the concepts of reduce and reuse, while Figures 3 and 4 are related to recycling. The purpose of presenting these topics is to encourage children to consider items that can be reused, aiming to minimize the issue of waste volume on the planet. Currently, the waste volume is estimated to range from 20 billion tons in 2017 to an estimated 46 billion tons in 2050 (Maalouf, 2022). In Indonesia, national waste production reaches 29,565,740.01 million tons per year (KLHK, 2021), consisting of household waste, plastic, and chemical waste polluting rivers, seas, and other settlements. Given these facts, it is not surprising that textbook developers are making efforts to implement sustainability character development practices.

These findings emphasize the presence of comprehensive and consistent waste literacy education in textbooks. This is supported by the measures taken by textbook developers, who present Figures 1 to 3 related to knowledge, followed by Figure 4 depicting action. Students often fail to act according to what they learn in school because they only acquire knowledge, indicating a gap between knowledge and behavior (Eleršek, 2012). In light of this, textbook developers seem to take into account this disparity to ensure that children are not only provided with knowledge but also comprehend strategic action steps to achieve sustainability.

Figure 1 depicts two basket bags commonly used by the community for storing groceries, typically made of bamboo or rattan weaving. In Indonesia, this practice is regulated by government policies in each region. For instance, in the special capital region of Jakarta, Governor Regulation No. 142 of 2019 mandates the use of environmentally friendly shopping bags in shopping centers, supermarkets, and traditional markets. These findings highlight how children may develop attitudes inclined to comply with regulations and policies to encourage environmentally friendly shopping habits.

On the other hand, the findings also promote adult practices that children can mimic to reduce waste volume. Children in primary school often imitate social interactions in their environment (Curdt-Christiansen, 2020). This is reinforced by linguistic cues such as "bringing your own shopping bag [positive social sanction with the type of veracity]". This indicates persuasive communication by conveying wise attitudes, being at peace with oneself in accepting

rules that they can follow. These practices are reflected in environmental literacy texts, encouraging environmental behaviors aimed at preventing or solving environmental problems.

Figure. 1.

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.108

Bawa tas belanja sendiri

Figure 2 depicts reusable food containers, including beverage bottles, food containers, drinking straws, spoons, and cups. When children bring their own containers, they set a positive example for their peers, encouraging others to follow their action and adopt positive changes in their daily habits. Moreover, it saves costs, promotes health, and reduces carbon footprint. This reflects discursive practices aimed at shaping a more environmentally conscious and responsible generation, bringing long-term benefits to all living beings on earth. This is further emphasized by the term "zero-waste equipment [positive social esteem with the tenacity type]". This implies presenting reliable, environmentally friendly, and durable items that can only be used by individuals who are at peace with themselves, patient, consistent, and accepting of circumstances to always act positively. These discursive practices are implemented by textbook developers through ecological knowledge texts aimed at shaping individuals capable of reducing or preventing waste usage, particularly plastic and styrofoam in this context.

Figure. 2.

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.108

Peralatan makan nirsampah

Furthermore, Figures 3 and 4 are related to the concept of recycling. These discursive practices are aimed at teaching children about the material cycle concept. Such practices serve not only to increase environmental awareness but also to provide practical applications in resource design and management for children (So & Chow, 2019). Guiding children to reduce environmental pollution helps minimize negative impacts since waste that is not recycled often ends up in landfills, leading to air, soil, and water pollution.

Figure 3 contains two trash bins: one pink (for organic waste) and the other orange (for inorganic waste). Each bin serves as a guide for sorting waste, an effective way to maintain environmental cleanliness. Implicitly, these discursive practices convey the message that organic waste can decompose and harm the environment if not disposed of properly, while inorganic waste cannot decompose and can also harm the environment if not disposed of properly. Hence, it is imperative to instill knowledge, attitudes, and behaviors in children for effective waste sorting. The advantages of these practices are frequently experienced by families and communities alike (Rada et al., 2016).

This idea is further reinforced through linguistic expressions presented in the discourse. The discourse includes questions like "why is sorting waste good? [positive social esteem]" - which promotes reducing disposed waste [social esteem] and accelerating the decomposition process [social esteem]. Failure to sort waste [social esteem] leads to clean waste becoming dirty [social esteem], and waste piling up and rotting [social esteem]. The method of waste sorting involves separating it according to its type: (1) organic waste such as food scraps and dry leaves is collected and can be turned into compost [social esteem], and (2) inorganic waste like cardboard, paper, and plastic can be recycled and reused [social esteem]. Let's care for the earth! [social sanction]. Reduce my waste, sustain my earth! [social esteem]. Based on the previous explanation, texts containing self-peace values in the form of clean-living attitudes realized through cognitive skill discourse significantly influence children's lifelong attitudes and behaviors toward the environment (Triyono et al., 2023). Additionally, in the findings, knowledge about recyclable paper, metal, and plastic is provided. This is aimed at reducing pressure on the natural environment and decreasing unsustainable exploitation of natural resources (Andajani et al., 2024).

Figure. 3.

Source Buku Bahasa Indonesia: Sayangi Bumi (Grade 5) p.165

Figure 4 depicts a smiling boy leaning on a stick while managing organic waste to make compost. This teaches the action of decomposing waste to make it beneficial, such as turning it into fertilizer, with a sense of happiness [positive affect]. Moreover, this finding encourages children not to see physical limitations as barriers to taking positive actions, aiming to cultivate characters of wisdom and resilience in maintaining sustainability. It is supported by linguistic expressions like "composting organic waste [positive social sanction with propriety type]". This signifies that the text promotes self-peace values such as patience, environmental care, and kindness. These values are realized through environmental behavior texts, encouraging people to take appropriate actions regarding environmental issues.

Figure. 4.

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.108

Figures 5 and 6 are related to tree planting or the concept of greening. Discursive practices in this category are carried out in response to the deforestation conditions. Indonesia, known for its significant forest cover, has unfortunately experienced a decline in its role as the world's lungs, contributing to the mitigation of global temperature rise (Gaveau et al., 2021), despite having the second-largest forest area globally after the Amazon. Furthermore, in 2001, Indonesia had more than 50% of its land area, but unfortunately, by 2023, the country lost 292,000 hectares of primary forests (GFW, 2023). Another report indicates a loss of 32,209.24 hectares in the last 10 years (Tenri Sompa et al., 2021). This is primarily due to rapid population growth and increasing demands for agricultural land, mining, plantations, settlements, and job opportunities. Under these circumstances, it is understandable that textbook developers are taking action. Previous research has also demonstrated the effectiveness of these actions. For instance, the development of ecological literacy in forest parks has been shown to enhance practical competencies, coexistence, and biological knowledge in children (Hammarsten et al., 2019). Furthermore, the utilization of forest materials, such as sticks, in literacy teaching and learning has been emphasized as a method to foster children's connection with nature (Harwood & Collier, 2017).

Figure 5 depicts a girl engaging in outdoor activities and holding a tree to be planted. She is wearing a hat and outdoor clothing, ensuring safety. Therefore, this visual element is used to encourage children to take actions like the one shown, namely, planting trees. This is reinforced by the linguistic phrase "planting trees" [positive social sanction with the propriety type]. It means that the text promotes values like hard work, creativity, and enthusiasm. This is conveyed through the environmental behavior text type, strategically encouraging people to take the right actions regarding environmental issues.

Figure. 5.

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.108

Figure 6 shows an elderly man planting trees in a barren area, indicated by the small trees around

him, which are likely also newly planted by him. This practice aims to introduce and teach steps that can be taken to create a harmonious and green environment, thus minimizing damage and natural disasters. This is further reinforced by the available linguistic phrase, "to combat drought [negative social esteem with the abnormality type], Grandpa Sadiman plants banyan trees in areas where there are none [positive social sanction with the propriety type]. He does this by planting teak tree seedlings in his small backyard [positive social sanction with the veracity type]. Additionally, he also obtains them by grafting banyan trees [positive social sanction with the veracity type]. Since the area he planted is very large [positive social sanction with the propriety type], Grandpa Sadiman also creates a shortcut consisting of 1025 steps that he uses to climb Bukit Gendol [positive social sanction with the propriety type]. He completed the construction of these steps for a full month, working on them himself every day from morning until evening [positive social sanction with the propriety type]. Along this shortcut, he also takes the time to plant banyan trees and ornamental plants [positive social sanction with the veracity type].

Based on the previous explanation, the findings contain intrinsic values such as hard work, consistency, creativity, and diligence. Instilling these attitudes is embedded in environmental behavior texts, aiming to encourage people to take appropriate actions regarding environmental issues. In specific contexts, this practice is implemented through inspirational stories, yet it appears that there is a need for further expansion and enhancement to make it more comprehensive. Furthermore, consistent with the findings, policies integrating nature-themed literature into early childhood curricula can enhance children's knowledge and cognitive skills regarding environmental references, human autonomy with nature, and nature as a place of learning (Gultekin & Yigit Gencten, 2024). Therefore, these findings necessitate further action to support educational curricula that prioritize environmental management, conservation, and sustainable living practices.

Figure 6

Source: Buku Bahasa Indonesia: Sayangi Bumi (Grade 5), p. 151

Figure 7 is related to fashion. It features two girls with distinct fashion styles. One girl opts for simple fashion, while the other follows contemporary trends, considered more stylish. In this context, it highlights knowledge about clothing that supports sustainability. Fast fashion has led to environmental degradation and resource depletion, impacting various aspects of life and biodiversity (Yang et al., 2024). Therefore, this discursive practice aims to introduce and instill attitudes in children towards sustainable fashion practices, such as reducing clothing purchases and extending clothing lifespan.

Furthermore, the practice aims to raise children's awareness of the negative impacts of environmental issues and minimize non-biodegradable textile waste. This is further reinforced by the micro-linguistic elements presented in Table 5. Based on this, the findings in this category embody values of self-peace such as wise and consistent attitudes. This is realized through the ecological knowledge text type, providing insights into various solutions to environmental issues, enabling children to better understand related ecological issues and become more aware of the importance of sustainability in their daily lives (Triyono et al., 2023).

Discursive Practices in Promoting Social Harmony Values for Achieving Sustainability

Figures 8 to 11 illustrate discursive practices aimed at instilling social values that consider multicultural and gender aspects to achieve sustainability. In essence, they promote equality and inclusion in education. Unlike other research findings, Korean ethnic textbooks in China tend to avoid discussing current environmental issues and attribute problems to dominant groups without clear explanations, highlighting the need for critical perspectives (Lee & Kang, 2023; Lee, 2023). Similarly, EFL textbooks in Japan often focus solely on technical solutions to environmental problems, overlooking the cultural values at the core of the crisis and the profound ecological insights from traditional Japanese culture (Stibbe, 2009). Therefore, these findings offer a new perspective for the development of environmental literacy, considering cultural manifestations in Indonesia.

Figure 8 depicts three school children seeking information about the climate crisis issue, one girl and two boys. The visual elements show a curly-haired boy in the middle reading with glasses, a straight-haired boy with narrow eyes writing, and a girl without a hijab who appears to be thinking. This illustrates the physical diversity of Indonesian society. Therefore, this finding suggests that addressing environmental crises requires cooperation regardless of physical appearance. This is also supported by the linguistic element "Climate Crisis" [negative social esteem with the abnormality type]. Based on this, it aims to promote positive attitudes in children to participate in creating sustainable lives by improving

Figure. 7.

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.104

Table 5.

Fast Fashion Data

Figure 7		Slow fashion	vs	Fast Fashion
	T r a n s l a t i o n a n d j u d g m e n t	More expensive and longer-lasting [positive social esteem with the capacity type]	Quality	Cheap and tends to be low quality [negative social esteem with the incapacity type]
		Often traditional [social esteem with the capacity type]	Production Methods	Modern [social esteem with the incapacity type]
		Eco-friendly [social esteem with the capacity type]	Environmental Issues	Risk of environmental damage [social esteem with the incapacity type]
		Small [social esteem with the normality type]	Production Scale	Large [social esteem with the normality type]
		Low with style turnover every season [social esteem with the tenacity type]	Production Volume	High with style turnover every two weeks [social esteem with the intenacity type]
		Usually employs people from the local community [social esteem with the normality type]	Worker Issues	Workers often from developing countries, paid lower wages, and work longer hours due to production quantity pursuit [social esteem with the abnormality type]
		Local fabrics that are organic, natural, and recycled materials [social esteem with the normality type]	Materials Used	Cheap and tend to be low quality [social esteem with the abnormality type]

the deteriorating environment. Thus, the text aims to instill social harmony values through cooperation and concern for both social and environmental aspects. This is realized through environmental affective text types focusing on attitudes, concerns, and future views on environmental issues.

Figure. 8.

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.92

Figure 9

Source: Buku Bahasa Indonesia: Sayangi Bumi (Grade 5), p. 160

Figure 9 depicts six children holding hands, likely consisting of three girls and three boys. Their hands vary in skin color and size. For example, darker skin typically represents Indonesians from the eastern regions. As noted by Setyono and Widodo (2019), Indonesian textbooks emphasize diversity, including differences in ethnicity and skin color. In this context, the image promotes the idea that saving the Earth is a collective responsibility, regardless of our differences. This message is reinforced by the microlinguistic elements present, such as: "Waste can become a blessing if we manage it wisely [positive social esteem with the capacity type]. Proper waste management will create a clean environment [positive social sanction with the propriety type], making our lives comfortable and healthy [positive social esteem with the normality type]. We can achieve this through everyone's participation and role [positive social sanction with the veracity type]. The evaluation shows that these microlinguistic elements are predominantly positive judgments. This indicates that the findings are a practice of instilling values of social harmony, emphasizing togetherness and cooperation. These values are conveyed through an environmental perspective that uses evidence and knowledge to solve problems.

Figure 10 features four children: two boys and two girls. The image represents not only gender but also the Islamic faith, as one of the girls, dressed in pink, is wearing a hijab. The use of this type of clothing aligns with Islamic teachings that prescribe modest dress. Thus, the image introduces the concept of children expressing environmental concern in the public sphere, promoting cooperation regardless of differences. This message is supported by the micro-linguistic elements present in the image: The girl in a pink hijab: "Save the Earth! [positive social sanction with the propriety type]" The girl without a hijab, wearing glasses: "Save the Earth! [positive social sanction with the propriety type]" The boy in a yellow shirt and shorts: "Pause for the climate [positive social sanction with the propriety type]" The boy in long pants: "Stop pollution [positive social sanction with the propriety type]" These statements indicate that the children are concerned about the environment. The image conveys values of social peace by promoting respect for human rights, environmental awareness, and cooperation. This discursive practice is realized through environmental behavior texts that emphasize urging political or governmental institutions to take positive action for the environment.

Figure 10

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.99

Figure. 11.

Source Buku Bahasa Indonesia: Jeda untuk Iklim (Grade 6) p.106

Figure 11 depicts a pair of children engaged in outdoor activities, specifically planting trees. The boy has finished planting his tree, and both children are smiling, showing positive affection and happiness. Meanwhile, the girl is about to plant her tree, as indicated by her holding it. This scene serves as a persuasive effort to encourage other children to take similar actions, fostering the development of practical skills and environmental awareness. This message is reinforced by the phrase "one child, one tree" [positive social sanction with the propriety type]. This indicates a discursive practice aimed at instilling social peace values in children, such as caring for living beings now and in the future. This practice is realized through environmental behavior texts that emphasize attitudes, care, and perspectives towards the environment.

Conclusion

All show that discursive practices link the concept of values to EL (explicit), life contexts, activity-based learning, and multicultural and gender equality education. They use this method to enhance students' EL skills and morality in an ethical world. Integrating ecovisual theory and values illustrates how discursive practices improve learning materials and help students understand and appreciate the environment. This particularly aims to deepen students' environmental understanding and encourage further research in this area. The findings of this research show that values of oneself include acceptance of conditions, wisdom, adherence to rules, honesty, patience, consistency, strength, hard work, creativity, enthusiasm, and kindness. These qualities help children develop mental, physical, and self-esteem. Thus, discursive practices aim to instill important values in children for a balanced, healthy, and harmonious life. Social values, on the other hand, originate from work, community, sharing, and respect for the right of others. These values are imparted to children to ensure their childhood is more peaceful and safer, allowing them to develop tolerance, empathy, social skills, mental and emotional health, and strong leadership. Furthermore, the study found all components of EL, but they were primarily based on environmental behavior, knowledge, affect, disposition, and rare cognitive components. Based on a perfect assessment, positive aspects dominated over negative ones. Additionally, social esteem was easier to determine compared to social appreciation.

This research has limitations as it overlooks engagement and graduation elements in AT when analyzing lexico-grammatical features. In this context, utilizing engagement can explore discursive practices to influence students' attitudes, encouraging them to actively learn, understand, and take action on environmental issues. Meanwhile, graduation refers to exploring how far these discursive practices contribute to achieving specific levels of understanding, skills, and attitudes among students towards the environment. Therefore, future researchers can focus on examining these aspects. Additionally, future research can concentrate on calculating the frequency of peace values, judgments, and EL. This serves as evaluation material for textbook developers to determine whether their distribution is balanced or not, guiding future improvements. Furthermore, future researchers can use the analysis approach designed by the current researchers to examine language textbooks issued by the Indonesian Ministry of Education and Culture, such as English, Arabic, Japanese, German, and Mandarin textbooks. The findings from such research will certainly contribute to generalizing the extent to which the Indonesian education curriculum supports sustainable living. Additionally, this research data analysis framework can also be used by foreign researchers to analyze language textbooks in their respective countries.

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