

**REPRESENTATIONS OF MULTICULTURAL VALUES IN INDONESIAN  
ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS' TEXTBOOK  
GRADE XI**

**A Thesis**

**Presented to the Department of English Language Education as Fulfilment of  
the Requirements to Obtain the *Sarjana Pendidikan* Degree in English  
Language Education**



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**APPROVAL SHEET**  
**REPRESENTATIONS OF MULTICULTURAL VALUES IN INDONESIAN**  
**ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS' TEXTBOOK**  
**GRADE XI**

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Defended before the Board of Examiners on 13 September 2023 and Declared Acceptable

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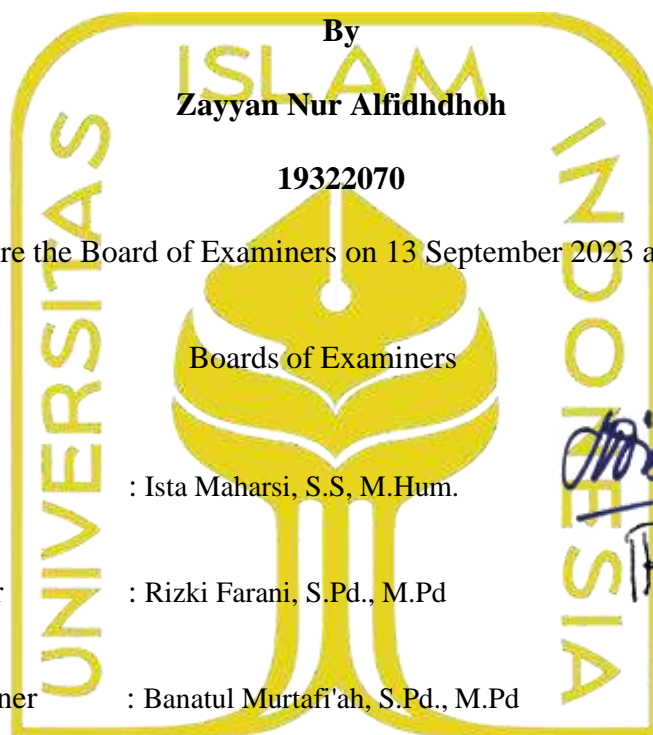
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 18 August 2023

The Writer,



Zayyan Nur Alfidhdhoh

19322070

**MOTTO**

**“Great things are done by a series of small things brought together.”**

Vincent van Gogh.

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents: Ayah, Limpat Tri Hastata and Ibu, Ratna Suryani who have supported and always loved me in every condition.
2. My beloved younger sisters: Zalfa Aulia Najah and Zayani El Hazima who inspires me to be a good figure for them.
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Yogyakarta, 18 August 2023

Zayyan Nur Alfidhdhoh

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**ABSTRACT**

Cultural diversity is an important aspect of learning considering that Indonesia is a multicultural country, one of which is through the representation of multicultural values in textbooks. Multicultural representation in books is shown through visual and textual aspects. This paper aims to analyze the multicultural values represented in the book entitled English Book for Grade XI (*Buku Bahasa Inggris Tingkat Lanjut Kelas XI*) published in 2021. This research was conducted by adopting the theory from Baker (2012) elaborating that multicultural aspect in books language learning is divided into four components including ethnic, religious, socio-economic and geographical background which are further divided into visual aspects and textual aspect. There are 18 multicultural representations which are described visually containing maps, images, illustrations, and 61 multicultural representations which are described textually in texts and tasks. Religious representations are not adequately involved and the least described in this book, both visually and textually. It is hoped that this research contributes to the improvement and reflection for the government as the party that writes this book. In addition, school principals are required to encourage teachers to emphasize multicultural values in learning both through textbooks and improvisation in learning and teaching activities.

Keywords: *cultures, EFL textbook, multicultural values*

# CHAPTER I

## INTRODUCTION

### **1.1. Background of Study**

Textbooks are an important element in high school student learning, one of which is English lessons. Yamada (2011) claimed that textbooks are the main resource for teaching and learning, so researchers explore their cultural content to learn how aspects of culture are embedded or taught in six continents such as Africa, Asia, Australia, Europe, North America, and Central/South America. This study explained that EFL textbooks abroad show that the cultural representation of English language countries as a first language is dominant while there is no severe domestic culture, and the lack of representation of global diversity as well. Inserting multicultural values into learning is a method that has recently been applied in student textbooks with a specific purpose, one of which is to maintain students' cultural identity in the midst of foreign language learning. Weninger and Kiss (2013), have identified the influence of textual and visual in displaying cultural orientation as well as representation of multicultural values. Visuals make it very easy for students to understand the context of a lesson delivered, including language learning. As stated above that textbooks are main resources for learning and teaching, it is important to involve cultural values in student learning so that students' cultural insights develop along with the development of their language skills.

The involvement of multicultural values in textbooks aims to introduce students to the culture of the country. As Setyono and Widodo (2019) argued that

cultural representations in EFL textbooks in Indonesia are more diverse and show respect for ethnicity and religious groups in Indonesia. This study chose to investigate the multicultural values represented in EFL textbooks aimed at high school students. This study examines multicultural values, as illustrated in supporting English textbooks written for Indonesian EFL students, and how these values may contribute to the intercultural competence of high school students (intercultural awareness or sensitivity). Lie (2000) investigated EFL textbooks in Indonesia and found there was room for improvement in absorbing students' diverse ethnic and sociocultural backgrounds. Meanwhile, Lie (2000) also found gender bias throughout these textbooks. From these investigations, this study aims to examine more deeply the representations of multicultural values in textbooks through a qualitative review.

## **1.2. Identification of the Problem**

Several previous studies did not find significant multicultural aspects in English textbooks prepared by the government. Including multicultural aspects in EF textbooks is an effective means of introducing students to cultural diversity in Indonesia, considering that language is part of culture, so that in 2022 the Merdeka Curriculum will be implemented as a new curriculum in Indonesia, which is the right opportunity to conduct in-depth research regarding multicultural values contained in the EFL textbook Merdeka Curriculum which has officially started to be used as the main guidebook since 2022.

### **1.3. Formulation of the Problem**

This research aims to answer following question:

What representation of multicultural values are contained in English for Indonesian High School Students' textbook grade XI?

### **1.4. Objectives of Study**

Based on the formulation of the problem, this study aims to identify the representations of multicultural values are contained in the EFL Textbook.

### **1.5. Significant of the Study**

This research can produce a practical contribution for teachers to apply representations of multicultural values through textbooks for the government, school principal, and teacher highlighted the multicultural value for the application of their teaching. On the other hand, this research is expected to be able to become the basis for developing multicultural application issues in textbooks.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Representations of Multicultural Values in Indonesian EFL Textbook

Multicultural values are values that recognize the culture of people from various sociocultural and geographical backgrounds Bakers (2012) states that the idea of pluralistic ideology, which values the existence of cultural differences among peoples from various ethnic, religious, socio-economic, and geographic backgrounds, is the source of multicultural values. According to experts in the field, one of the main objectives of multicultural education is to change schools and other educational institutions so that students from various racial, ethnic, and social-class groups will experience educational equality (Klien, 1985). A sense of equality is important in learning, that's why it's important to instill multicultural values in language learning. Equality also determines the attitude of students in the class.

In learning English, the assessment of attitudes and character is an important indicator in the curriculum so it is hoped that the teacher can convey it explicitly (Widodo 2018). Teachers are expected to be able to provide moral lessons that relate to culture and ethics that have been regulated and attached to the community around students. With textbooks, teachers get references to more easily convey the cultural diversity that affects student ethics taught in schools. Textbooks have several problems related to culture in a country, as a medium in the education system in Indonesia. According to Purba, Malihah, and Hufad (2019), one of the ways to maintain national culture can be done by providing an

understanding of the manifestations of varieties of social symptoms related to diversity. One of the steps taken by educators in instilling representations of multicultural values is by inserting the values of cultural diversity in textbooks that students' study at school. It aims to provide an overview to students and also to maintain and increase students' awareness of the culture around them.

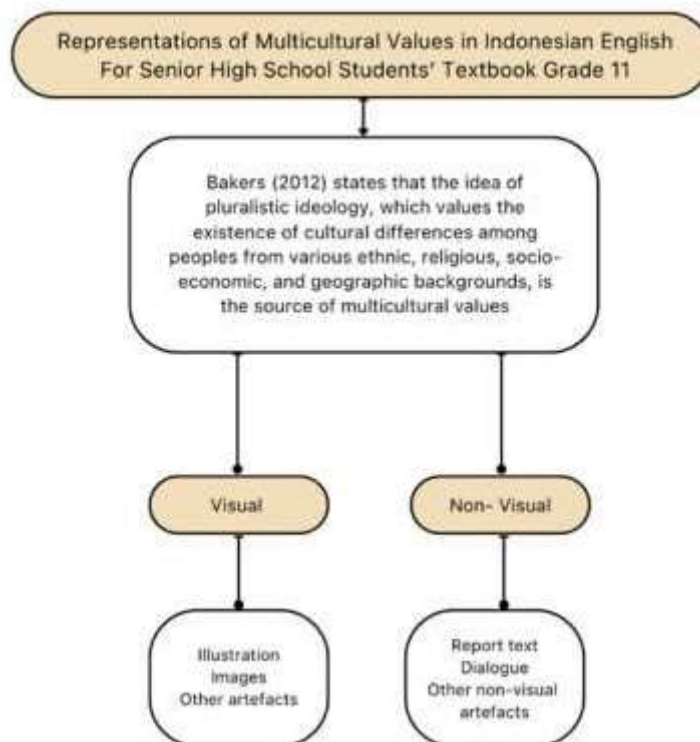
From the perspective of Shin, Eslami, and Chen (2011), in internationally distributed textbooks, there are various aspects of culture that are represented proportionally in each book series, and cultural content circles still dominate most of the textbooks. According to a study by Ahmed and Nancy Combes (2011), exposure to the home culture was less common than representation of the target language speakers' culture in Pakistani EFL textbooks. In a 2013 textbook study, Song (2013) examined how various cultures and cultural biases were portrayed in Korean EFL textbooks.

Representations of multicultural values contained in textbooks are conveyed through visual depictions such as pictures, photos and other visual artifacts that describe multicultural values that should be the attention of both teachers and students. Whereas the existence of these cultural values is expected and intended to increase teacher and student awareness of the multicultural values represented in textbooks through a value-laden curriculum (Widodo, 2018). Multicultural values are more highlighted through visual animations that represent cultural diversity, especially in Indonesia. Like the way they dress, skin color, face shape, and so on. This can make it easier for students to visualize or describe

the cultural inserts that will be conveyed through language learning.

## 2.2 Theoretical Framework

Bakers (2012) states that textbook components consisting of various aspects such as ethnic, religious, socio-economy, and geographic can be categorized into visual and non-visual artifacts. The values depicted in textbooks can be seen in two ways, namely visual and non-visual, so this study reveals that visual and non-visual artifacts need to be analyzed to find comprehensive multicultural values in language education textbooks as a result of therepresentation of multicultural values instilled in the school environment in order to contribute to the country.



**Picture 2.1** Conceptual Framework of Baker's (2012)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study was implemented through analyzed the representations of multicultural values in English high school students' textbook. This study used the quality aspect by content analysis. According to Holsti (1969), content analysis is "any technique for drawing conclusions by systematically and objectively identifying specified characteristics of messages" (p. 14). This analytical design study accommodates researchers to identified representations of multicultural values contained in EFL in high school textbooks. The results of the identification are expected to contribute to researchers to find the affection of multicultural values on students using qualitative approach.

#### **3.2 Settings and Participants**

The research conducted by analyzed the senior high school students' textbook, using settings Buku Bahasa Inggris Tingkat Lanjut Grade XI that was published at 2021, Publisher/Producer by Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Komplek Kemendikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan. The items were used as prerequisites for selecting English textbooks to be analyzed for this study. This study did not involve any participant because this study using textbook data analysis methodology. The justification of these textbooks was adopted from a study by Setyono and Widodo (2019):

1. The English textbook applied to the Merdeka Curriculum.

2. The representation of multicultural value in the textbook is contained through visual and non-visual artefacts.
3. The government, school principal, and teacher highlighted the multicultural value.

### 3.3 Instrument

This study adopts the research of Baker (2012). From this adaptation, it can support the components used to identify multicultural representation which are categorized into visual and non-visual artifact coding.

**Table 1.** Table Research Instrument

No.	The Construct	The Conceptual Definition	The Visual Checklist	The Textual Checklist
1.	Multicultural Representation in EFL in high school students' textbook	Multicultural Representation were conceptualized through pluralistic ideology, which was appreciation of people's multicultural diversities. There are different ethnic, religious, socio-economic and geographic. (Baker 2012)	Illustration, images, and other visual artefacts.	Dialogue, report text, and other non-visual artefacts.

### 3.4 Data Collection and Data Analysis

The researcher collected artifacts consists of visual and non-visual as data by reading Indonesian English textbook for Senior High School Student Grade XI

before entered them into the table. The table that used is adapted from research by Setyono & Widodo (2019), which consists of multicultural representations through visual and non-visual artifacts.

**Title of Book/Video:** Bahasa Tingkat Lanjut Kelas XI  
**Length of pages/time:** Unit 1-5  
**Publisher/Producer:** Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Komplek Kemendikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan  
**Source:** <https://buku.kemdikbud.go.id>

The technique of Data Analysis used was adopted from Baker (2012) that states textbook components consisting of various aspects such as ethnic, religious, socio-economy, and geographic can be categorized into visual and non-visual artifacts by analyzing the codes that will be processed into tables.

**Table 2.** Instrument of Data Collection for Textbook Analysis with Visual Artefacts

Unit	Topic	Sample of Visual Artefact	Description	Location/ Page	Coding	Tally
<b>The position of visual based on chapter</b>	The topic of visual in the book	The visual of multicultural values representation	The description of the visual artefact based on the observation	The specific information of visual location in the chapter especially the page.	The description of cultural values that is depicted through the visual and its relation to the multicultural component	Provide different writing colors in every aspect, ethnicity, religion, socio-economics, and geography.

**Table 3.** Instrument of Data Collection for Textbook Analysis with Textual Artefacts

<b>Unit</b>	<b>Topic</b>	<b>Sample of Visual Artefact</b>	<b>Description</b>	<b>Location /Page</b>	<b>Coding</b>	<b>Tally</b>
<b>The position of textual based on chapter</b>	The topic of textual in the book	The textual of multicultural values representation	The description of the textual based on the artefact observation	The specific information of textual location in the chapter especially the page	The description of cultural values that is depicted through the textual and its relation to the multicultural component	Provide different writing colors in every aspect, ethnicity, religion, socio-economics , and geography .

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Findings**

After data collection, it was discovered that the four multicultural values listed in the textbook —ethnicity, religion, socio-economic, and geographical background within visual and textual representation. Several maps of Indonesia are found as multicultural representations that are included in the geographic background aspect. There is also a visual depicting the ethnicity of one of the regions in Indonesia, namely a group of people interacting and they are wearing traditional clothes with physical characteristics that match their region of origin. Then, there is a visual that shows someone who uses Islamic religious attributes, namely the hijab. Whereas, in terms of non-visual representation were obtainable through several texts. There are a number of characters in the text that present the name of person and name of the place which demonstrates the difference of geographical background, there also some readings convey brief knowledge about the dangers of Covid-19 and the importance of getting vaccinated immediately, as one of the government's efforts to promote vaccination in the community to reduce the spread of the Covid-19 virus.


By considering the multicultural component presented by Baker (2012), This book contains the most socio-economic elements, there are 29 of socio-economic components, some of them are described in the form of text which is conveyed in some characters of legends or folklore, in several folktales from the interactions that are conveyed in the form of dialogues and folklore referring to



interactions between humans. There are several visual aspects that support storytelling. There are also contains some text that shown social campaign about Covid-19 Vaccinated. Furthermore, geographic background is the most frequently found aspect after socio-economic. There are 26 components of geographical background shown from students' activity that are presented with several maps of Indonesia before introducing several ethnicities through legends or folklore. Some of the maps listed include maps of the islands of Papua and Sumatra. This book does not only take the geographical side of Indonesia, but also various other countries in the world. Students are taught to look further by providing a broad cultural perspective. After that, there is 17 components of ethnicity. It shown by explanation of a traditional musical instrument called Tifa and used by certain ethnic groups in Maluku and Papua. Apart from that, there are some pictures of people wearing traditional clothes from several regions in Indonesia, for example the Teluk Belanga and Kebaya traditional clothes. On the other hand, the least aspects are only 7 components of religion aspects, there are shown some religious activity such as praying that explained in some narrative text and there is a visual that shows someone who uses Islamic religious attributes, namely the hijab.

**Table 4.** Multicultural Values as Represented in English Textbook

<b>Multicultural Values Represented</b>	<b>Unit</b>	<b>Topic</b>	<b>Description</b>	<b>Location</b>
<b>(Ethnicity)</b>	Unit 1	Narrative text entitled "The Legend of	In the text there are several ethnic aspects,	Page. 4, a narrative text.

		Holy Stone”.	one of which is a traditional musical instrument called tifa. Tifa is a traditional musical instrument in the form of a wooden tubular-shaped that is originally from Maluku and Papua.	
	Unit 1	Narrative text entitled “The Legend of The Crying Stone”	There is a narrative text shows a picture of people wearing traditional clothes. From the picture it can be seen that the story originates from one of the regions in Kalimantan, Indonesia.	Page. 29. A picture.
				
<b>(Socio-economic)</b>	Unit 4	Dialogue of offering helps.	There’s two people named	Page. 143, A task.

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Najib and Tom talking about their project, and Najib trying to offering some help to finish the project with Tom.

---

Unit	Narrative text	In the text	Page 73, A text.
3	entitled “The Lion, The Witch, and the Wardrobe”	explained the background about the story, “During the World War II, four siblings, Peter, Susan, Edmund and Lucy were sent to live in the country with Professor Kirke.”	
		Between 1939 and 1945, every major nation in the world took part in World War II. Millions of people died in the most	

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catastrophic war  
in recorded  
history. The  
Axis (Germany,  
Japan, and Italy)  
and the Allies  
engaged in  
combat (Britain,  
the US, and the  
Soviet Union  
among others).




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<b>(Religious)</b>	Unit	Learning	Kamboi Rama	Page. 4, A text.
	1	Vocabulary	was a residence	
		before reading	for Kamboi	
		a narrative text.	people, and	
			Aroempu was a	
			sago plantation	
			owned by God	
			Iriwonawani.	
			God of the land	
			who controls the	
			mountain is	
			named Kamboi	
			Rama. This is	
			included in one	
			of the beliefs of	
			the people of	
			eastern	
			Indonesia.	

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Unit	Discussion	There's a	Page. 148, A
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	5	about picture before entering Exposition text material.	picture of a woman wearing a pink shirt, <b>hijab</b> and mask.	picture.	
<b>(Geographic)</b>	Unit 1	Map viewing activity.	There is a map showing the regions of Papua. In the map image, there are <b>24 regions in Papua Province.</b>	Page. 2, A picture.	
	Unit 1	Map viewing activity	There's a map showing regions of <b>Sumatera, Singapore and Malaysia.</b> There also many regions in <b>Sumatera Province.</b>	Page. 15, A picture.	

**Table 5.** Tally Total of Multicultural Values Representation in the Book

No	Component of Multicultural	Type of Artefact	Sum of Component	Sum of Component
1.	<b>Ethnicity</b>	Visual Artefact	<b>9</b>	<b>17</b>
		Textual Artefact	<b>8</b>	
2.	<b>Socio-economic</b>	Visual Artefact	<b>3</b>	<b>29</b>
		Textual Artefact	<b>26</b>	
3.	<b>Religion</b>	Visual Artefact	<b>1</b>	<b>7</b>
		Textual Artefact	<b>6</b>	
4.	<b>Geographical Background</b>	Visual Artefact	<b>5</b>	<b>26</b>
		Textual Artefact	<b>21</b>	

## 4.2 Discussion

In the previous review, there were 2 aspects found in this study, namely multicultural values in visuals and multicultural values in texts. The visual in question is that this aspect is depicted in the illustration of people and maps in this book, while the text is represented in reading activities including student instructions or activities in this book.

### 4.2.1 Multicultural Values as Represented in Visual Images

The visuals contained in this book present as much as possible not only knowledge of language, but also insert cultural values to add to students' other insights apart from language. These values can be conveyed through the diversity of ethnic, socio-economic, religious and geographical backgrounds. This is in line with the results of research on multicultural representation of textbooks in the context of Indonesian by Setyono and Widodo (2019). The following is example representations of multicultural values in Indonesian English textbook for senior high school students' grade XI.



**Picture 4.1** Ethnicity Representation

The image above visualizes ethnic diversity through physical appearance.

The picture above is a supporting aspect of the narrative text entitled "The Legend of the Crying Stone" which tells about a girl who was disobedient to her mother before she was cursed to become a crying stone. In the picture you can see a group of people wearing West Kalimantan traditional clothes. This clothing is often called Teluk Belanga, which is also worn by people of Malay descent who live in West Kalimantan. This picture endorsed the idea of Indonesian people, as presented by them wearing a Teluk Balanga. By inserting cultural elements as above, it can provide material for discussion that can increase students' knowledge of the archipelago's insights which indirectly also play a role in cultural preservation.



**Picture 4.2** Geographical Representations

In the map above, represents geographical aspects in the delivery of material. The depiction through this map is intended to encourage students to find out about the island of Sumatra. Students were asked for their opinion about their knowledge of Sumatra, then what legends or folklore they knew came from that area, before finally proceeding to identify a text. The map shows not only the island of Sumatra, but also several other areas such as Singapore and Malaysia.

The picture also clearly shows several other areas on the island of Sumatra, where there are 10 provinces consisting of Nanggroe Aceh Darussalam, North Sumatra, South Sumatra, West Sumatra, Bengkulu, Riau, Riau Islands, Jambi, Lampung and Bangka Belitung. This shows that through a map, various backgrounds from both cultural and ethnic aspects are involved.



**Picture 4.3** Woman wearing hijab

There's a picture of a woman wearing a pink shirt, hijab and mask. The picture shows someone wearing a religious attribute, namely the hijab. Hijab is one of the clothes used by women to show their identity as a Muslim. By inserting the picture, it shows that multicultural values in the religious aspect are explicitly intended to show students diversity by showing one of the religious attribute identities included in learning English. The image also shows a woman wearing a mask with a hand sanitizer lying on the table, taking into account the supporting text, the image also contains a socio-economic element that refers to a hygienic campaign to reduce the spread of the Covid-19 virus which encourages people to always use masks and using a hand sanitizer during daily activities, remembering that people are always interactions with fellow humans.



#### **4.2.2 Multicultural Values as Represented in the Text**

Multicultural values are not only represented by visual images, but also non-visual ones. In this book, non-visual refers to values conveyed through text. These values not only describe Indonesian culture and knowledge, but also world culture. Of course, the values contained in this book are expected to be one of the contributions of educators in preserving culture, especially Indonesian culture. This also is in line with the results of research on multicultural representation of textbooks in the context of Indonesian by Setyono & Widodo (2019). In the book, there is a collection of unfamiliar vocabulary, students are asked to first understand the meaning of that collection of vocabulary, before then continuing to read the narrative text, one of the vocabularies in the list is "Kamboi Rama was a residence for Kamboi people, and Aroempu was a sago plantation owned by God Iriwonawani." From the fragment of the text, it is not specifically explained what beliefs the people hold, but according to the text Iriwonawani is The god who is believed by the eastern people as the god of the land who controls the mountain is named Kamboi Rama. This is included in one of the beliefs of the people of eastern Indonesia. This proves that the textbook shows the involvement of aspects of belief in language learning which is contained in the insertion of culture in reading material.

In another text, there is also a social-economy representation tucked in a reading entitled "The Lion, The Witch, and The Wardrobe". At the beginning of the text, it is explained that the four main characters were rushed to the house of a character named Professor Kinkle when World War II occurred, explained in a

fragment of text that reads, "In the text explained the background about the story, "During the World War II, four siblings, Peter, Susan, Edmund and Lucy were sent to live in the country with Professor Kirke." This is included in the socio- economic aspect because the war is historical knowledge that influences social lifeto this day. In short, in 1939 and 1945, every major nation in the world took partin World War II. Millions of people died in the most catastrophic war in recorded history. The Axis (Germany, Japan, and Italy) and the Allies engaged in combat (Britain, the US, and the Soviet Union among others). This general knowledge certainly makes it easier for students to imagine what happened to at that time, as well as fostering a spirit of nationalism for them.

Through the analysis results of points 4.1 and 4.2, representing multicultural values in this book most of all describes social relations contained inthe socio-economic aspect, then ethnicity background, geographical background and religion textually and visually. This is able to increase students' social awareness in order to adapt in society. Thus, the results of the previous analysis ofmulticultural values are equivalent to the results of this analysis of multicultural values.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The explanation in the findings and discussion of chapter four as a result of the analysis is related to the representation of multicultural values in high school class XI textbooks.

The evidence answers questions about the representation of multicultural values contained in XI grade English textbooks. Multicultural values are represented through textual and visual imagery. This study found that components related to multicultural values including ethnicity can be described through physical characteristics such as skin color and hair color. In addition, the socio-economic component can be illustrated through examples of activities that involve students' empathy which is represented through students' understanding of several characters in the book, geographical background can also be illustrated through the depiction of seasons or a map of an area which is visualized through several illustrations. The aspect of religion can be seen from religious activities that are described textually and the visualization of the use of illustrated religious attributes to support student reading.

This study generally found 18 representations of multicultural values in all visual images in books and 61 representations of multicultural values textually in books. However, this study only shows one example of a visual artefact that represents religious values referring to one religion. In the aspects listed, the

aspect of religion diversity is not emphasized and is not comprehensive in other religions such as Hinduism, Buddhism, and others.

## **5.2 Suggestion**

The multicultural representations in the book through visual and textual artifacts recommend the involvement of cultural values in learning by using textbooks as a teacher tool because they are considered sufficient to represent multicultural values especially with Indonesian students who are generally diverse and have different backgrounds. Due to the lack of emphasis on the value of religion diversity, teachers are recommended to continue to involve basic religious aspects in accordance with the religion that students adhere to as a whole, and not only focus on the majority religion by increasing improvisation in learning by incorporating the values of religious diversity. Therefore, the following research is required to be carried out to make English textbooks for class XI an easy tool for presenting and demonstrating research related to the representation of multicultural values in English textbooks for class XI.

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## **APPENDIX I**

### **Content Analysis**

**Title of Book/Video:** Bahasa Inggris Tingkat Lanjut Kelas 11

**Length of Page:** Unit 1-5

**Retrieval of Source:** <https://buku.kemdikbud.go.id>

**Publisher/Producer:** Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan  
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Komplek Kemendikbudristek

The textbook for this research

### **Conceptual definition of multiculturalism:**

The representation of multicultural values is conceptualized through a pluralistic ideology, namely an appreciation of the multicultural diversity of society. There are differences in ethnicity (tradition, uniqueness of traditional clothing, traditional musical instruments, physical appearance), socio-economic (work background, characteristics through social interaction), religion (clothing, way of worship), and geographical background (representation of place, name, appearance physical) (Baker, 2012)



### **Components of multiculturalism:**

Appreciates the existence of cultural differences of peoples from different ethnic, religion, socio-economic and geographic backgrounds.





## Data Collection Textbook Analysis

**Table 6. Data Collection for Textbook Analysis with Visual Artefact**

Unit	Topic	Sample of Visual Artefact	Description	Location/Page	Coding	Tally
Unit 1	Topics regarding areas that have folklore		Map illustration of the province of Papua, which is one of the provinces located in the easternmost part of Indonesia.	Page 2	(Geographic) Get to know the origin of a folktale through pictures and discussions about regions in Indonesia.	1
Unit 1	Observing picture to figuring out some folklore.		Map illustration of the province of Sumatra, which is one of the provinces located in the westernmost part of	Page 15	(Geographic) Get to know the origin of a folktale through pictures and discussions about regions in	1

			Indonesia.		Indonesia.	
Unit 1	Narrative text titled, “The Legend of the Crying Stone”.		There is illustration on people wearing <b>Dayak</b> traditional clothes from <b>Kalimantan Barat, Indonesia.</b>	Page 29	<b>(Ethnicity)</b> Knowing one of the ethnic groups in Indonesia through reading legends in student book. <b>(Geographic)</b> Knowing the origin of an ethnicity through reading.	1 1

Unit 3	Observing picture by answering some questions.		<p>There's a boy with <b>white skin and blond hair</b> standing in <b>snowy night</b>.</p> <p>Snow season only happens in some countries, especially in western countries.</p>	Page 72	<p><b>(Ethnicity)</b></p> <p>Knowing certain ethnic characteristics through the physical appearance depicted in the illustration, such as skin color and hair color.</p> <p><b>(Geographic)</b></p> <p>In the picture, it can be seen that the story takes place in winter. Snow season only occurs in a few countries, especially western countries. The picture regarding region</p>	1 1
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					background.	
Concluding Section 1	Answering questions based on text titled, “Bawang Merah and Bawang Putih”.		There are two girls wearing Kebaya. Kebaya is a Javanese tradisional clothes from Java, Indonesia.	Page 111	(Ethnicity) Recognizing some ethnic background through their clothes that wearing Kebaya, with some physical appearance that refer to Javanese ethnicity.  (Geography) Recognizing that some of ethnic comes from different region in	1 1

					Indonesia. Javanese ethnicity comes from Jawa, Indonesia.	
Unit 5	Analytical Exposition Text about Health.		There's a picture of a woman wearing a pink shirt, <b>hijab</b> and mask.	Page 148	<b>(Religion)</b> Recognizing about some religious attribute as identities of religion.	1

### Data Collection of Textbook Analysis with Non-Visual Artefact

**Table 7.** Data Collection of Textbook Analysis with Non-visual Artefact

Unit	Topic	Sample of Textual Artefact	Description	Location/Page	Coding	Tally
Unit 1	Topics regarding areas that have folklore	<p>1. What <b>island of Indonesian</b> is shown in the picture?</p> <p>2. Do you know any <b>legends of that area?</b> Tell us about it.</p>	<p>There are exercises (number 1) that asked about the <b>islands in Indonesia</b>, after that (number 2) there are question about legends that came from those</p>	Page 2	<p>(Geographic)</p> <p>Get to know the origin of a folktale through pictures and discussions about regions in Indonesia.</p> <p>(Ethnicity)</p> <p>Get to know some</p>	<p>1</p> <p>1</p>

			areas in Indonesia.		legends by discussion based on students' knowledge about cultural legends in several regions.	
Unit 1	Table of vocabularies	Sago, edible starch obtained from a particular tree growing in freshwater swamps in Southeast Asia.	Sago is a starch extracted from the pith, or spongy core tissue, of various tropical palm stems. It is a major staple food	Page. 4	(Geography) Get to know the types of staple food from one of the regions of Indonesia, especially Maluku	1

			for the lowland peoples of <b>New Guinea</b> and the <b>Maluku Islands</b> .		which is also a number of regional foods in parts of Southeast Asia.	
Unit 1	Table of vocabularies	<b>Tifa</b> , a traditional wooden tubular-shaped musical instrument that is originated from Maluku and Papua.	Maluku and Papua has the same traditional music instrument called Tifa.	Page 4	<b>(Ethnicity)</b> Recognizing about traditional instrument in Indonesian based on it region.	1
Unit 1	Table of	Worship, show a	One of the	Page 4	<b>(Religion)</b>	1



	vocabularies	<b>strong feeling</b> and <b>adoration for God.</b>	vocabularies that shows the human bond with <b>God</b> in which each region has a different way.		Religious context talking about belief of society in southeast regions.	
Unit 1	Practice group pair activity	1. Are there any <b>holy items</b> from the place of your origin? What are they? 2. Tifa is a <b>traditional musical instrument in Indonesia</b> , what do you	There are some questions that asking about <b>religious tolerance and holy items</b> in students' place	Page 4-5	<b>(Religion)</b> The quiz asking about student's holy items in their religion. Which, in public class, there are usually have	<b>1</b> <b>1</b> <b>1</b>

		<p>know about it? Are there any difference with the traditional musical instruments from your area?</p> <p>3. What is <b>sago</b> for in the Indonesian culture?</p> <p>4. How do you maintain the <b>tolerance in worshipping and praying?</b></p> <p>5. Have you ever seen people chanting? What it is for?</p>	<p>(number 4 and 1), also mentioning one of traditional instrument, <b>Tifa</b> and students were asked to mention the differences in <b>traditional musical instruments</b> in their area (number 2 and 3).</p>		<p>multiple religion of each students. Also, one of those question is asking about tolerance for religion. It's much related to Indonesian because they have 5 religions. <b>(Ethnicity)</b> Some questions are asking about traditional</p>	
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					instruments music in Indonesia, especially in student's regions. And asking more about Sago in Indonesian culture.	
Unit 1	Narrative text	The title : The Legend of The Holy Stone (... And <b>Aroempu</b> was sago plantation owned by <b>God Iriwonawani</b> ,	The text explain <b>Aroempu</b> that owned by <b>God</b> , and in the text also shows some kind	Page 5	<b>(Religion)</b> In the text, there are dialogue that shown someone's beliefs.	1

		<p>who also owned a tifa).  (... My Lord, please help us put out the fire,” begged them.  “Well, I shall help on the condition that you stop that harming act of yours,” said the God).  (... The stone has become sacred stone that they worship annually).</p>	<p>of prayer towards God by saying, “Oh Lord ...” also, the text explained about sacred stone they annually.</p>			
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Unit 1	Activity 4, work in pairs.	There's a quiz that had view point of multicultural values: 1. What is the legend about? a. Problems encountered by Irimiami and Isoray in Kamboi Rama Mountain. b. Irimiami's and Isoray's struggles to introduce and glorify the holy stone.	One of the multiple choices mentioning about Papua, one of Indonesia's islands. One of the choices is talking about <b>traditional feast in Papua.</b>	Page 7	(Ethnicity)  One of the choices are mentioning about marks of traditional feast in Papua. Get to know ethnic diversity through terms from folklore or legends.  (Geography)  Recognizing aspects of	1  1
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		<p>c. The discovery of a stone that marks a <b>traditional</b> feast in <b>Papua</b>.</p> <p>d. The story of a husband and wife in overcoming a big forest fire.</p>			<p>geography through where a folklore originates.</p>	
Unit 1	Activity 3, choosing the correct words to complete this first half	(Once upon a time, on the slopes of the mountain in <b>Jambi Province</b> , there lived a <b>pour/poor</b> mother and	The text mentioned about <b>Jambi</b> , one of <b>Indonesian's region</b> .	Page 17	( <b>Geographic</b> ) Understanding the legend originating from Jambi from the text contained	1

	of the story.	her three daughters)			in the book.	
Unit 1	Activity 3, choosing the correct words to complete this first half of the story.	(... Then, the daughters called a shaman. “Sir, please help us heal our mother,”	It shown about asking for <b>help</b> (to heal her mother).	Page 17	(Socio-econimoc) Requairing to understand and emphatize students through text in book.	1
Unit 1	Student activity,	Guest : The legend occurred a long time ago in a small village in west	Kalimantan is one of Indonesian region.	Page. 38	(Geographic) Getting to know several regions in Indonesia through folk tales or	1

		<p>Kalimantan. It talks about a beautiful spoiled girl, who was ashamed to admit her own mother until one day her mother felt really sad. She prayed to God and begged him to punish</p>			<p>legends that students read from textbooks.</p>	
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		<p>her daughter.</p> <p>At the end of the story, the girl finally got her punishment, she turned into a stone statue whose eyes never stopped shedding tears.</p>				
Unit 1	Student activity,	Well, it's time to wrap up the show. Thank	Greetings is a code of ethics that must	Page 38	(Socio-economic) Show students the	1

	<p>you to our lovely guest for joining us today. We have learned a lot from you today. Again, thank you for your time. I hope you enjoy our talk. So everyone, that's all for today. Join us next week on "Meet the Author" Show. I'm your host, Hiro Mahdi. Good day everyone!</p>	<p>be owned by several jobs, one of which is a TV presenter.</p>		<p>importance of greetings or ethical procedures in the world of work.</p>	
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Unit 2	Narrative text about fairy tales	Once upon a time, there lived a lovely princess named <b>Anidori Kiladra Talianna Isilee</b> or Ani, who was born in the kingdom of Kildenree.	The name Anidori Kiladra Talianna Isilee is a name usually used by Germans.	Acivity 2, Page 44.	(Geographic) Respecting the geographical background of the diversity that is shown through the information of a person from Germany.	1
Unit 2	A Narative text about fairy tales.	Years passed by, Ani was <b>struggling with her confidence</b> as both <b>Crown Princess and a</b>	Ani tries to <b>cultivate her personality to be confident</b> to make	Activity 2, Page 44.	(Social-economic) Shows the character development that	1 1 1

		future queen.	<p>herself worthy of being the successor to the kingdom.</p> <p>The royal leadership system is used by the</p> <p><b>European Monarchy culture.</b></p>		<p>initially has which is one of the aspects that must exist in a moral story.</p> <p><b>(Geographic)</b></p> <p>Germany is a part of the European continent that uses a monarchy system.</p> <p><b>(Ethnicity)</b></p> <p>The monarchy system is a system</p>	
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					of leadership held by one ruler, namely the queen or king.	
Unit 2	Students Activity, listen to fairy tales.	In the olden days, in small city in Italy, there lived a poor old Miller with his three sons.	The story has a character that comes from <b>Italy</b> .	Page 55	(Geographic) Respecting the geographical background of the diversity that is shown through the information of a person from Germany.	1

Unit 2	Students Activity, listen to fairy tales.	2. How is the <b>character</b> of Puss described in the story? a. Sly b. Cool c. Brash d. Generous e. Meticulous	In this question, several human characteristics are mentioned, including: <b>Shy,</b> <b>cool, brash,</b> <b>generous and</b> <b>metilolous.</b>	Page 58	(Socio-economic) Requireing to understand and empathize with the characters in the stories they read in order to determine which traits are included in the requested character.	1
Unit 3	Reading activity	1. Lucy encountered the Faun Tumnus in a	<b>Lucy and Faun</b> are a Euporian	Page 72	(Geographic) Recognizing the	1

		strange, <b>snowy wood.</b>	names. And the sentences also mentioning about snow, which <b>Euporian region</b> also one of the continent that have where all the countries <b>snowy</b> every year.		other person geographical background by their names. And it also indirectly giving information about Euporian season.	
Unit 3	Reading activity	2. Tumnus was a servant of a terrible White Witch, who had	<b>Christmas</b> is an annual festival commemorating	Page 72	<b>(Religion)</b> Recognizing one of religion through	1

		<p>bewitched Narnia so that it was always winter and never <b>Christmas.</b></p>	<p>the birth of Jesus Christ, observed primarily on December 25 as a <b>religious and cultural celebration</b> among billions of people around the world.</p>		<p>the story.</p>	
Unit 4	<p>Complete the sentences with the words on the left side.</p>	<p>4. <b>The government ____ that all students get/be vaccinated</b> before</p>	<p>As a result of the spread of Covid-19, <b>the Indonesian government carried</b></p>	Page. 120	<p><b>(Socio-economic)</b> Knowing health issues that have occurred recently</p>	1



		offline classes start.	out a thorough vaccination in all regions in Indonesia.		through information conveyed through reading in books.	
Unit 4	Activity 3, Readig the text and pay attention to the structure in the coloumn.	Have you received the <b>Covid-19 vaccine?</b>	Every Indonesian citizen must be vaccinated gradually and thoroughly.	Page. 120	(Socio-economic) Knowing health issues that have occurred recently through information conveyed through reading in books.	1
Unit 4	Reading	<b>According to WHO,</b>	The World Health	Page. 121	(Socio-economic)	1

	activity; Benefits of Getting a Covid-19 Vaccine.	the presence of existing vaccines is estimated to have prevented 2 to 3 million deaths each year.	Organization is a specialized agency of the United Nations responsible for international public health.		Knowing the organization and the role of the world health agency through information conveyed through readings.	
Unit 4	Listening activity; Reasons Why a Healthy Environment	According to an article published by the <b>Intergovernmental Science-Policy Platform on</b>	The Intergovernmental Science-Policy Platform on Biodiversity and	Page. 132	(Socio-economic) Knowing the organization and the role of the world health	1

	should be a Human Right.	<p><b>Biodiversity and Ecosystem Services,</b></p> <p>“pandemics are likely to happen more frequently, spread more rapidly, have greater economic impact and kill more people.”</p>	<p><b>Ecosystem Services (IPBES)</b></p> <p>is an independent intergovernmental body established by States to strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of</p>		<p>agency through information conveyed through readings.</p>	
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			biodiversity, long-term human well-being and sustainable development.			
Unit 4	Listening activity; Reasons Why a Healthy Environment should be a Human Right.	Statistics like that are the reason why the <b>United Nations Human Rights Council</b> recently passed a resolution reaffirming states' obligations to protect	<b>The United Nations Human Rights Council</b> is a United Nations body whose mission is to promote and protect human	Page. 133	(Socio-economic) Knowing the organization and the role of the world health agency through information conveyed through	1

		human rights, including taking stronger actions on environmental challenges.	rights around the world.		readings.	
Unit 4	Speaking activity; Dialogue offering help of two people talking about their project.	<b>Najib</b> : Don't worry, Tom. <b>I'll help you.</b> <b>Tom</b> : How? Tomorrow is the due date and I am still in the midst of	Tom is a name commonly used for Germans, and Najib is a name of Arabic origin, but is commonly used by Indonesians or Melayu.	Page. 143	(Geographic) Respecting people from 1 different region by their names.	1

		my project.	<b>Helping</b> is one of learning process that intensify students behavior and students' empathic.			
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**Table 8.** Tally Total of Multicultural Values Representation in the Book

No	Component of Multicultural	Type of Artefact	Sum of Component	Sum of Component
1.	Ethnicity	Visual Artefact	9	17
		Textual Artefact	8	
2.	Socio-economic	Visual Artefact	3	29
		Textual Artefact	26	
3.	Religion	Visual Artefact	1	7
		Textual Artefact	6	
4.	Geographical Background	Visual Artefact	5	26
		Textual Artefact	21	