

**A MICRO-SEMIOTIC ANALYSIS OF MULTICULTURAL VALUES
REPRESENTED IN VISUAL IMAGES OF INDONESIAN SECONDARY
SCHOOL TEXTBOOK**

A Thesis

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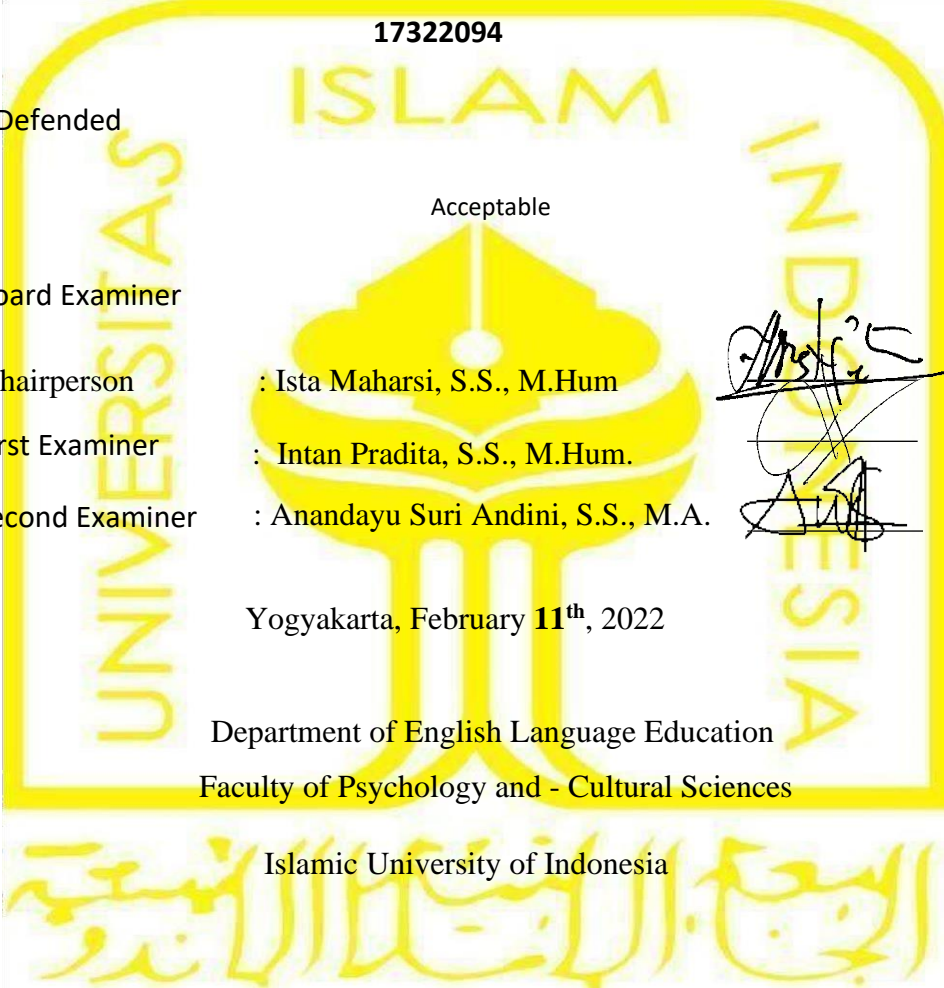
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STATEMENT OF WORK'S ORIGINALITY

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, December 23, 2021

The researcher,



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MOTTO

Patient, sincere, and always grateful for whatever happens in my life. Keep trying, praying, and involving Allah in everything I do.

“Indeed, Allah will not change the condition of a people until they change what is in themselves ...” (QS. Ar Ra’d:11)

DEDICATION

Bismillahirrahmanirrahim. I dedicate the thesis to:

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Finally, the researcher can finish this research even though the researcher realizes that this research is not perfect. Therefore, it is an honor for researchers if readers want to provide recommendations or suggestions and criticisms to researchers. Moreover, the researcher expects that this research can be beneficial for readers.

Wassalamualaikum warahmatullahi wabarakatuh

Yogyakarta, December 23, 2021

The researcher,



Ulfatur Rahmi

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**A MICRO-SEMIOTIC ANALYSIS OF VISUAL IMAGES IN AN
INDONESIAN SECONDARY SCHOOL TEXTBOOK**

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ABSTRACT

This research aims to investigate the existence of various cultural or ethnic groups in a society which are represented through visual artifacts in secondary textbooks. Multicultural values that are presented through visual artifacts in secondary textbooks can raise the awareness of teachers and students about the importance of multicultural values in life. This qualitative research was conducted on the students' secondary textbooks, *Buku Bahasa Inggris When English Rings the Bell Untuk SMP / MTs Kelas VII* which were endorsed by the Indonesian government that was published in 2017. This study adopted the research instrument from Widodo (2018); Pusat Kurikulum (2011). Religion as a multicultural value represents religious diversity. Furthermore, the value of social tolerance is represented as the value of respecting physical inequalities such as the diversity of skin tones, hair colors, hairstyles, and tolerance for the rights and achievements of other individuals. Moreover, the other component is social awareness which portrays caring, sympathy to the environment and country, friendliness, and nationalism. There are 141 images that represent multicultural values through visual artifacts in the textbook. Besides, the researcher is not able to find other symbol for other religions in the textbook such as the symbol of Buddhism, Protestantism, Catholicism, Hindu, and Confucianism. The picture in the textbook only depicts some actors wearing Hijab as a symbol of Islam.

Keywords: Multicultural values, Visual images, secondary textbook, and respect.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Textbooks have an important role in the implementation of the new curriculum because, with the existence of textbooks, teachers can manage teaching materials and use them in the classroom and outside the classroom. Widodo (2016) states that textbooks are one of the curriculum materials with specific competencies and procedures, which mediate language learning. Setyono & Widodo (2019), also states that textbooks are important in learning because guided by textbooks, teachers can manage teaching materials and utilize them in in-class and out-of-class activities.

Based on Erfani's (2012) research on the use of images in English for Specific Purposes (ESP), shows that the awareness of foreign language students is accelerated through a combination of images that present cultural content and target language skills. The results of this study indicate that images in textbooks can help language learners increase their intercultural awareness through what and who is depicted in the images and the multicultural values represented in the images (Isnaini, et al., 2019). The use of images in textbooks was also researched by Kasmaienezhadfad et al., (2015). They revealed that pictures in textbooks can increase students' imagination because students often look at pictures before reading the textbooks.

In their research, Isnaini, et al., (2019), argued that to increase students' multicultural awareness and improve their intercultural communication competence (ICC), teachers can involve students in the process of comparing differences and similarities between different cultures and countries, for example, problem solving, role-playing and/or case study. In addition, they said that the active role of the English teacher, such as providing a variety of additional activities related to pictures in textbooks, was important to increase students' awareness of the use of the multicultural values depicted. They also revealed that the multicultural values contained in EFL textbooks have benefits

for students. The benefits of insight into multiculturalism provide students with opportunities to improve their intercultural communication competence (ICC) by appreciating cultural diversity and accepting the racial and religious differences around them.

Looking at cultural representations in English textbooks adopted in Chinese secondary schools, Aliakbari and Jamalvandi (2012) said that textbooks highlighted the target culture in greater numbers than local and other cultures. Another researcher who conducted research on cultural representations in EFL textbooks was Song. Song (2013) said that the cultural representation patterns that exist in Korean EFL textbooks apply content analysis. It was found that textbooks advocate English and American culture by neglecting local culture at a shallow level of discussion. Song also found racial and gender inequality in the textbook because the white male American character is more dominant than the others.

However, the previous studies on exploring multicultural values from the point of view of micro semiotic analysis in the secondary textbooks in Indonesia remain limited. Therefore, this study is conducted to explore multicultural values from the point of view of micro semiotic analysis in an Indonesian secondary school textbook.

1.2 Formulation of the problem

(1.)What multicultural values are contained in visual images of Indonesian secondary school textbook?

1.3 Objective of the study

The objective of this study is to investigate multicultural values depicted in an Indonesian secondary school textbook.

1.4 Significance of the study

This study will provide the practical implication for the teacher and students to encourage their awareness of multicultural values through the textbook they used to teach and learn the practice. Furthermore, this study provides the

empirical implication for further research on developing multicultural values through images in an Indonesian secondary school textbook.

CHAPTER II

LITERATURE REVIEW

2.1 Multicultural values in EFL textbooks

In the context of the role of culture in language learning, multicultural values are intuitions that students must have. Multicultural values are an ideology that recognizes individual differences or cultural differences, such as differences in values, systems, culture, and politics from different socio-cultural and geographic backgrounds. Multicultural education guides students to respect and tolerate differences around them (Isnaini, et al., 2019). Therefore, Multicultural education is valued as a way to peaceful community life and an effort to avoid division.

Regarding multicultural values, in Indonesia, the context of cultural issues in English textbooks seems to have not been explored. Therefore, several researchers from Indonesia investigated this gap.

Isnaini, et al., (2019) examined the multicultural values represented in an Indonesian vocational high school English textbook through the visual images published by the Ministry of Education and Culture of the Republic of Indonesia. They found that there are four categories of multicultural values represented in EFL textbooks: respecting other people's traditions, respecting other people's perspectives, respecting other people's cultural products, and respecting the equal rights of women. These insights enhance students' intercultural communication (ICC) competence by respecting and appreciating cultural diversity and accepting racial and religious tolerance around them. The findings reveal that the most represented multicultural value is appreciating other people's cultural products, while the multicultural value 'respecting the traditions of others' is represented through a single image in current English textbooks. From the findings, they conceptualize multicultural values as values that respect, appreciate and tolerate the culture of people who come from various ethnic, religious, political, economic, social, and cultural backgrounds who live in different geographic areas.

Setyono and Widodo (2019) examined multicultural content that is represented in the EFL textbook geared for senior high school students. This study uses critical discourse analysis (CDA) to investigate multicultural values depicted in English textbooks that are adopted nationally in Indonesia. In their research, they found that there are four categories of multicultural values represented in the textbook. The multicultural values found are respect to the cultural differences such as ethnic and religious, respect to the culture and rights of indigenous peoples, finding peace with nature and all forms of life, and appreciating cultural products. Thus, they convey that multicultural values are defined as the cultural values of people who have different socio-cultural and geographic backgrounds. Furthermore, they conveyed that multicultural value comes from the concept of a pluralistic ideology that respects differences in the cultural, ethnic, religious, socio-economic and geographic backgrounds of society.

Referring to other studies, Slamet, Masrukhi, Haryono, and Wasino (2017) reveal that education which refers to multiculturalism is a multilevel educational process that can be used as a bridge to unite differences in ethnicity, language, race, religion and culture in multicultural societies to create personalities who is smart, wise, and courteous in dealing with diversity problems. In addition, they also stated that the multicultural education curriculum can be implemented through every level of education, student programs, and in the process of habituation through daily learning both in the school environment and in the family environment. Multicultural education can be incorporated through the inculcation of multicultural values into responsive curricula or multicultural learning activities by prioritizing respect for differences: race, ethnicity, culture, religion, and territory among community members. Blum (2014) also states that educational goals for people who come from various ethnic, cultural, and racial backgrounds must involve three different values - recognizing differences, national cohesion, and equality. Recognizing differences and respecting ethnocultural identities, and in an educational context also encourages mutual engagement across differences.

2.2 Semiotic Analysis

Semiotics is meant to learn sign language to provide an exchange of messages when communicating. Senel (2007) argues that language is the symbols, signs, gestures, etc that are used to show ideas or feelings. Besides, Kristeva (1987) reveals that the semiotic process prepares future speakers to enter into meaning and meaning (symbolic) by emphasizing the function of signs that we use to communicate verbally, non-verbally, and visually.

Regarding semiotics, Senel (2007) reveals that the semiotic approach is very effective in teaching English to motivate English learners to learn the target language through verbal, non-verbal, and visual communication. Students are provided with knowledge of the differences in cultural aspects between the first language and the second language, they are also provided with non-verbal channels to avoid communication disorders in the target language itself. Furthermore, Isnaini, et al., (2019) revealed Images provide a lot of accurate information about cultural values, so the use of visual semiotic analysis methods is very suitable for analyzing cultural values in these images. A micro-semiotic analysis is a special sub-domain of semiotics that analyses how visual images communicate messages.

Barthes (1977) stated that there are two layers in interpreting the meaning of visual semiotics. The first layer is called denotation that describes what and who is depicted in the image; second is the layer which is known as connotation that exploring the ideas and values expressed through what is represented, and how it is represented in the image.

While semiotic focus on signs as general, this study focused on only one variable or one construct it is the multicultural values. That is why instead of using semiotic analysis, this study focused more on the micro-semiotic analysis.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study aims to investigate the multicultural values contained in an Indonesian EFL textbook. The main data of this study are visual images. Furthermore, this research was conducted on an Indonesian secondary school textbook which entitled *Buku Bahasa Inggris When English Rings the Bell Untuk SMP / MTs Kelas VII* which was endorsed by the Indonesian government that was published in 2017. Moreover, this textbook is still used in mostly secondary schools in Indonesia and this textbook has many items related to researcher's need for this research. This research was implemented through critical discourse analysis. According to Widodo (2018) critical discourse analysis is a research method used to explain how a text represents social reality contextually related to an ideological system through the manifestation of explicit and implicit messages. This research investigated the multicultural values of visual images in EFL textbooks that have been approved by the Indonesian government.

3.2 Data Preparation

This study was conducted by analyzing one textbook, "*Buku Bahasa Inggris When English Rings the Bell Untuk SMP / MTs Kelas VII*" by the Indonesian Ministry of Education. The textbook was written based on the 2013 English Curriculum and contains 8 chapters, 188 pages which were endorsed by the Indonesian government and published in 2013. This textbook was chosen based on the following criteria:

1. This textbook was adopted because this textbook is endorsed by the Indonesian Ministry of Education and also used throughout Indonesia;

2. this textbook was written based on the 2013 Curriculum guideline which emphasizes the importance of character education and discourse competence in the English curriculum including English textbooks;
3. This textbook has many items related to the researcher's need for this research.

3.3 Data Collecting Techniques

The technique used to collect data in this study that adapted from Widodo (2018) consist of several steps:

1. Choose a textbook that is relevant to what the researcher needs.
2. Selecting pictures in each chapter that are related to the components.
3. Collecting data from the textbook and inputting it into a table.
4. Analyze the data.
5. Interpreting the data.

3.4 Data Analysis

In the process of data analysis, the model analysis design from Pusat Kurikulum (2011), Widodo (2018) was adopted by recognizing and understanding the values of character development of cultural diversity in Indonesia that are presented in a visual artifact. As adapted from the Pusat Kurikulum (2011), Widodo (2018), in this study researchers use three values from character development in the data analysis process, such as religion, which is identified through the attitudes and appearances of actors shown in pictures in textbooks. Then, there is social tolerance (respecting personal difference, others achievements, and implementing peacefulness), and social awareness (caring, sympathy to the environment and country, friendliness, and nationalism) by identifying images that have indicators of social tolerance, and social awareness through interactions and conversations displayed in the image. Furthermore, In this study, micro-semiotic analysis is used implicitly.

3.5 Research Instrument

This research instrument adapted the study by Widodo (2018); Pusat Kurikulum (2011). These studies are related to the research of multicultural

values in visual images that are represented through this research. The components of the study can support the researcher in identifying multicultural values in an Indonesian secondary school textbook. These components must be implemented in the coding of visual artifacts.

Table 1. Research Instrument

No	The Construct	The Conceptual Definition	The Components	The Visual Checklist
				Visual
1	Visual images in an Indonesian secondary school textbook	The values are necessary to develop the student's character. The values are depicted to four components such as religious, social tolerance (respecting personal difference, others achievements, and implementing peacefulness), social awareness (caring, sympathy to the environment and country, friendliness, and nationalism).	<ul style="list-style-type: none"> ● Religious ● Social tolerance ● Social awareness 	Pictures, photographs, and other visual artifacts.

Table 2. Instruments of Data Collection for Textbooks Analysis with Visual Artifacts

Unit	Theme	Sample of Visual Artifacts	Description	Location/ page	Coding
Artifact position based on each chapter in the textbook	The theme of artifact in the textbook	The visual artifact that represents multicultural value	The description of a visual artifact based on the observed artifact	The specific location of artifact in the chapter especially the page	The component of artifact classification

CHAPTER IV FINDINGS AND DISCUSSION

4.1 FINDINGS

In the selected textbook, visual images are presented in each chapter in an Indonesian secondary school textbook. Each chapter in this textbook displays visual images such as actors, figures, settings, religion, and different ethnic backgrounds. Some pictures that are presented in the textbook show some actors interacting in schools, fields, houses with different skin tones, hair types, and religions. Furthermore, some actors interacted across gender, age and occupations. These interactions depicted the values that must be realized by teachers and students. As found in the process of conducting the data collection in the textbook, three multicultural values are highlighted in this study that is related to Widodo (2018), they are religion, social tolerance, and social awareness.

Components of multicultural values found in the secondary textbook have several indicators for each component. Each picture containing indicators for each component of multicultural values in the textbook is counted and listed in the following table:

Table 3: Data Collection of Multicultural values in Textbooks Analysis
Through Visual Artefact

	Description	Tally
Religious	The symbol that shows the existence of religious differences depicted in the textbook is that several female actors in the picture are wearing a Hijab.	46

Table 4: Data Collection of Multicultural values in Textbooks Analysis Through Visual Artefact

	Description	Tally
Social tolerance	Light	
	Medium	
	Dark	62
	Blonde hair	364
	Straight hair	49
	Wavy hair	3
	Curly hair	180
	Curly hair	78
	Baldhead	131
		2
	Respecting personal differences such as physical appearance (skin tone and hairstyle), and dissimilarity of faith.	
	Respecting other achievements	12
	Implementing the peacefulness	14
	Total	895

Table 5: Data Collection of Multicultural values in Textbooks Analysis Through Visual Artefact

	Description	Tally
Social awareness	Caring	46
	Sympathy	20
	Friendliness	33
	Nationalism	5
	Total	104

In analyzing the data through visual images in the textbook, the researcher adapted multicultural components by Widodo (2018); Pusat Kurikulum (2011). During the demonstrations of analysis, the researcher found 27 components of religion that was displaying the actors who wore a Hijab as a symbol of Muslim. Although there are five religions in Indonesia, in the textbook, the researcher was not able to find any pictures that show the diversity of religion. The components of social tolerance that were identified in the textbook were 47 visuals. The values of social tolerance are demonstrated through the pictures in the textbook, presented through the interaction of different figures who had different physical appearances and dissimilarities of religion. The differences were skin tone, hair color, the style of hair, and religion. The last, depiction of value in the textbook that was discovered was social awareness. There were 54 components of social awareness through the picture in the textbook. The most common component that was established in the textbook through the picture is social awareness, 54 components were found. The common enough that was obtained from the textbook was social tolerance which contained 47 components of multicultural values. At least, the component was religious, the depiction of multicultural values obtained in the textbook through visual images, consist of 27 components.

4.2 DISCUSSION

As a result of the study, the analysis of visual images accommodates the researcher to identify three components of multicultural values that are presented in the textbook. The illustration of three components enhances students' knowledge of multicultural values in the picture and possibly encourages the students and teacher to be aware of the diversity of multicultural values that exist in Indonesia.

1. Religious

The component represents the diversity of faith through personal appearance and the property in pictures. This value is depicted by the clothes and actions of the actors in the pictures. The religious exemplification values are represented in these pictures 4.1 and 4.2 below:



4.1 Religious

The picture demonstrates the different uniforms of the two students. From the picture, researchers identified both of the students express their religious identify in different manners. One of them is wearing a *Hijab*, long shirt, and skirt, which means that is symbolic of a Muslim woman. Whereas the other students do not wear the same uniform, she wears a short uniform that is a short shirt, and skirt also does not wear *Hijab*. In the picture, the two students are depicted saying goodbye to each other and waving their hands. The two students are standing in the schoolyard, with the school building in the background. They look very close to each other. The picture depicts multicultural values with a religious component that tells the readers to respect each other, even though there are differences of faith. Furthermore, Isnaini, et al., (2019) revealed that respecting cultural differences and tolerance for religious differences are part of multicultural values.

In the textbooks examined, there are no symbols that indicate the existence of other religions because only Muslim that have symbol visual and it does not mean other religions is not recognized in the textbook. Moreover, the pictures in the textbooks that show differences in beliefs are pictures of actors who use the *Hijab* as a symbol of Islam.



4.2 Religious

Figure 4.2 depicted a daughter with her mother talking to each other. The picture shows Siti wearing her uniform with Hijab as symbolic of a Muslim. On the other hand, the picture depicts dialogue of Siti and a woman that she calls mom. She tells her feeling to her mother and her mother gives advice to her to take a rest. Since the actors are at home, the actors do not wear a Hijab and there is no obligation for women Muslims to wear Hijab in their house.

2. Social Tolerance

Social tolerance is one of the components of multicultural values that are depicted in the textbook. In analyzing the pictures, social tolerance becomes the second component that frequently occurs in the textbook. There are 47 components of social tolerance that are contained in the textbook. The social tolerance illustration is represented in pictures 4.3 and 4.4 below:



4.3 Social tolerance

Figure 4.3 displays several students who are learning together in the classroom. The picture depicts every student sitting on their chair with their sit mate. It shows that the students have different physical and personal appearances. Furthermore, the picture shows each student who is at the same table, physically different, such as two boys sitting in the front seat next to the window. They have two different skin tones, a boy with dark skin and a boy with medium skin tone. In addition, they have different hair types, boys with dark skin have curly hair, while boys with medium skin tone have straight hair. This physical appearance depicts different ethnic of the students. Moreover, the picture highlights the existence of social tolerance in the school environment.

Setyono and Widodo (2019) stated that multicultural values have a definition as a concept that respects differences in cultural, ethnic, racial, religious, socio-economic, and geographical backgrounds of the community. Thus, this definition is coherent with the portraits of students shown in the figure above. The picture shows the values of social tolerance behind the prominent differences of the students. In addition, the appearance of social tolerance shown in the picture above is proof that multicultural values are displayed in textbooks and must be realized by students and teachers. Moreover, multicultural values such as social tolerance can help students to be able to live a better social life. Therefore, students are required to be able to accept and appreciate the differences that exist in their environment.



4.4 Social tolerance

Figure 4.4 portrays two boys learning together at the same table with some books and a radio. The picture shows the boys with different physical appearances such as different skin tones and hairstyles. The picture depicts a boy with a dark skin tone and curly hair asking his friend that has a light skin tone with straight hair to turn down the music volume because he cannot focus on studying with the loud music. At the same time, his friend says sorry and turns down the volume for his friend. This interaction between two actors demonstrates that there is social tolerance that respects other peacefulness and personal differences.

3. Social Awareness

In social life, every individual must have social awareness. Social awareness refers to the behavior of each individual towards other individuals, groups, organizations, the environment, and the state in social life. In addition, social awareness can arise from a person through sensitivity, empathy, sympathy, and individual understanding of social reality, so that person knows how to respond to social realities that occur in social life (Abute, 2019). In the textbook, researchers found some pictures that display social awareness. One of the pictures that show social awareness is present in the picture below:



4.5 Social Awareness

The picture demonstrates a student helping his teacher carry books. Besides, behind the student and teacher, there are two students that watch the interaction between a student and a teacher. The condition in the picture demonstrates different ethnic of the actors.

In Indonesia, respecting and appreciating someone older is a culture that is inherent in everyone. Furthermore, the culture of respecting and appreciating older people is still taught to students at every level of education in Indonesia. Besides, this culture continues to be preserved in Indonesia with the aim that young people as the successors of the Indonesian nation still have moral values attached to themselves, such as ethics, courtesy, respect, care, empathy, sympathy, and virtuousness in the modern era. Therefore, respecting and appreciating older people is one of the cultures that exist in Indonesia.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The research explanation based on the findings and discussion in chapter four is the result of an analysis of the multicultural values contained in an Indonesian secondary school textbook. The findings from the analysis presented through visual artifacts in chapter four in a secondary textbook, explain that there are multicultural values that are highlighted through the images in the textbook. This means, the findings of this research answer the question of multicultural values contained in an Indonesian secondary school textbook. Based on the analysis, the researcher found that there are three necessary components of multicultural values to develop a student's character. The component of religion portrayed different clothes and uniforms by the actors as a symbol of differences of faith in the picture, such as some actors wearing Hijab. Further, the next component is social tolerance, it is about recognizing the diversity of physical appearances, such as skin tone, hairstyle, hair color, respecting the accomplishments of others, and implementing peacefulness. Moreover, the other component is social awareness that represents multicultural values such as caring, sympathy to the environment and country, friendliness, and nationalism. The result of values found represented the opportunity for the students to be aware and understand of values diversity. Moreover, the multicultural values found can guides students to respect and tolerate differences of ethnic, religious and geographical background around them. The researcher found 128 images that represent multicultural values through visual artifacts in the textbook. Besides, the researcher is not able to find other symbols for other religions in the textbook such as the symbol of Buddhism, Protestantism, Catholicism, Hindu, and Confucianism. The picture in the textbook only depicts some actors wearing Hijab as a symbol of Islam.

5.2 Recommendation

The multicultural values found in this study are recommended for teachers and students to increase their knowledge of multicultural values, which can be learned through the representation of multicultural values depicted on visual images. Furthermore, this research can be a reference for future researchers. Moreover, it is important to be aware of the multicultural values presented in textbooks and teachers may consider presenting multicultural values to students

explicitly. Therefore, it is highly recommended to explore more multicultural values through pictures in English textbooks from other levels for further research.

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APPENDIX

Content Analysis

Title of Book/Video: Buku Bahasa Inggris When English Rings the Bell untuk SMP
/ MTs Kelas VII

Length of pages/time: Chapter 1-8

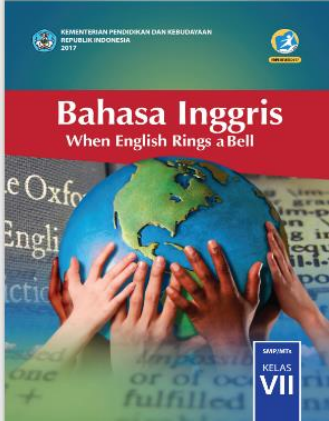
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Publisher/Producer: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

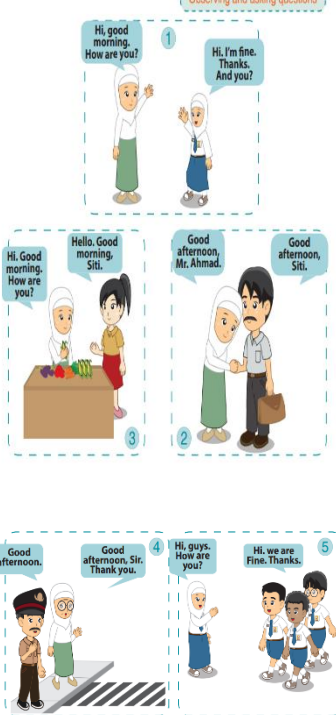
The textbook for this research

Data Collection of Textbooks Analysis

Table 6. Data Collection for Textbooks Analysis with Visual Artefact

Unit	Theme	Sample of Visual Artefacts	Description	Location/ page	Coding
	Cover		<p>The cover of this textbook shows a close-up picture of hands that have different skin tones of children. They touch the earth together. It shows the readers that in this world we can unite above differences.</p>	Cover	<ul style="list-style-type: none"> a. Social tolerance b. Social awareness

<p>Chapter 1</p>	<p>Greetings</p>	 <p>The illustrations are arranged in a 2x2 grid. Each illustration is numbered in a blue circle in the top right corner. Illustration 1 shows a father in a white shirt and a son in a yellow shirt in a bedroom. Illustration 2 shows two women in a kitchen; one is wearing a hijab. Illustration 3 shows two students in school uniforms. Illustration 4 shows a teacher in a black dress and a student in a school uniform.</p>	<p>Four pictures show greetings in different situations.</p> <ul style="list-style-type: none"> - The first picture shows a father with his son in a bedroom. The father wakes his son up in the morning and his son greets his father. - The second picture displays two Muslim women in the kitchen that prepare breakfast. - Third, two students greet each other at school (the students smile). Besides, the picture shows different skin tones between the two students. - Fourth, the picture shows a teacher who greets her student at the schoolyard. <p>Each picture shows different animations, such as women wearing hijab as a symbol of a Muslim, and also women not wearing hijab as a symbol that they are non-Muslim.</p>	<p>Page 4</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness
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<p>Chapter 1</p>		 <p>1. Hi, good morning. How are you? Hi, I'm fine. Thanks. And you?</p> <p>2. Hi, Good morning. How are you? Hello, Good morning, Siti. Good afternoon, Mr. Ahmad. Good afternoon, Siti.</p> <p>3. Good afternoon. Good afternoon, Sir. Thank you. Hi, guys. How are you? Hi, we are Fine. Thanks.</p>	<ul style="list-style-type: none"> - First picture shows 2 women that wear Hijab and greetings each other - The second picture shows 2 women that have different clothes. One of them wears Hijab as a symbol of Muslim and the other does not wear Hijab. - Next, the picture shows a man called Mr. Ahmad and a girl called Siti. Siti greeted Mr. Ahmad as her teacher. In this picture, Siti is wearing a Hijab with her uniform. - Fourth, a girl wearing a uniform with Hijab greetings a policeman on a zebra cross. - Last, the picture demonstrates three boys and one girl. They wear their uniform and a girl wears a Hijab. The picture also shows the differences in skin tone and hairstyle. 	<p>Page 5</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness
<p>Chapter 1</p>			<p>There are two pictures that both show interactions at school.</p>	<p>Page 6</p>	<ul style="list-style-type: none"> a. Social tolerance

			<ul style="list-style-type: none"> - The first picture displays a teacher and a student greeting each other. The picture also shows different hairstyles and skin tones between the teacher and the student. - The second picture shows two students, a girl and a boy that greet each other. Both of them have different skin tones. 		<p>b. Social awareness</p>
<p>Chapter 1</p>			<p>The picture shows Beni and his dad. Beni looks to care for his dad because asking his dad's feelings.</p>	<p>Page 7</p>	<p>a. Social tolerance b. Social awareness</p>

Chapter
1




There are two pictures in different situations.


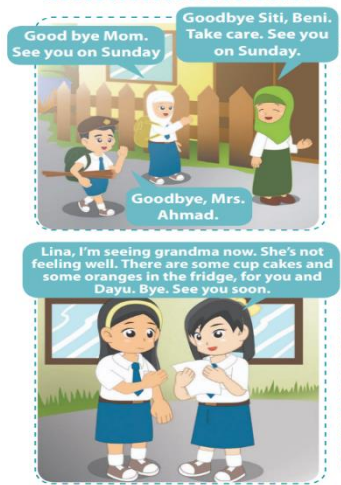
- First, the picture displays a student and a teacher on a podium. The student greets his teacher and the teacher does the same. The picture shows different hairstyles between the teacher and student.
- Second, the picture displays two couples that greet each other. The actors in the picture have different hair colors.

Page 8

- a. Social tolerance
- b. Social awareness

<p>Chapter 1</p>			<p>Four pictures show different situations when saying goodbye. The pictures also depicted different skin tones, hairstyles, clothes, and religions.</p> <ul style="list-style-type: none"> - The first picture shows a student with his uniform saying goodbye to his mother, and his mother saying to his son to take care - Second, the picture shows two students with different uniforms saying goodbye. One girl is wearing Hijab, and the other does not wear Hijab. A girl that wears Hijab symbolizes that she is a Muslim. - Third, the picture shows a father with his son on the bed that wants to sleep. Both of them say goodbye to each other. - Last, the picture demonstrates a Muslim family that says goodbye to each other 	<p>Page 11</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness
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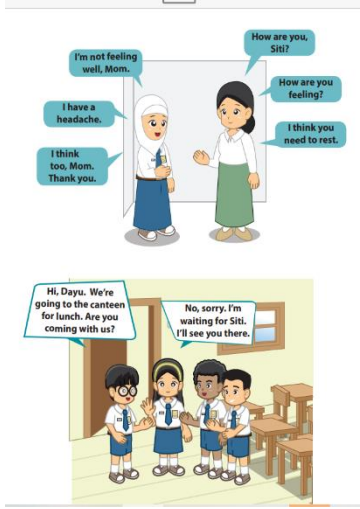
			before going to sleep. The mother and the daughter are wearing Hijab.		
Chapter 1	Goodbye		<ul style="list-style-type: none"> - The first picture shows several students with a smile on their faces that leave the class together to go home. The students in the picture have different clothing styles, types of hair, and skin tones. A girl was wearing a hijab, and two girls did not wear a hijab. They also have different styles of hair, one of the boys with black skin tone has curly hair and the other students have straight hair. - The second picture shows three boys there. Two of them Beni and Edo playing football and said goodbye to Udin who was sick. They care for their friend by saying `` get well soon to him. 	Page 12	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness


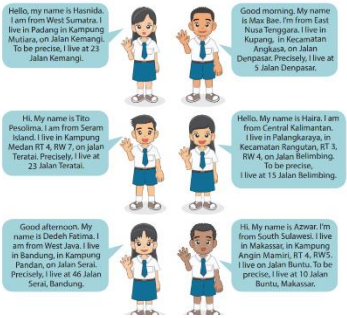
			<ul style="list-style-type: none"> - The third picture shows scout students with their teacher. The teacher says goodbye and good night to his students and the students say the same thing to their teacher. 		
<p>Chapter 1</p>			<p>Two pictures show students' interaction.</p> <ul style="list-style-type: none"> - The first picture displays Siti saying goodbye to her mother. Siti's mother is wearing Hijab clothes and Siti is wearing her Hijab uniform. Also, there is Beni as Siti's friend who says goodbye to Siti's mother. Beni shows his respect to his friend and his friend's mother - Second, two students read a letter. In the picture, both of the students have different skin tones. 	<p>Page 12</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness


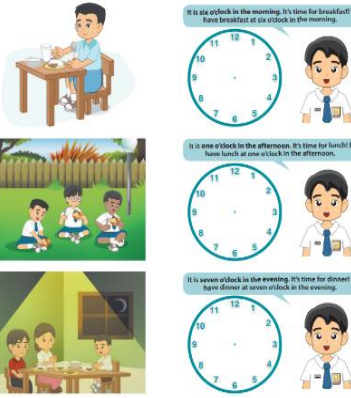


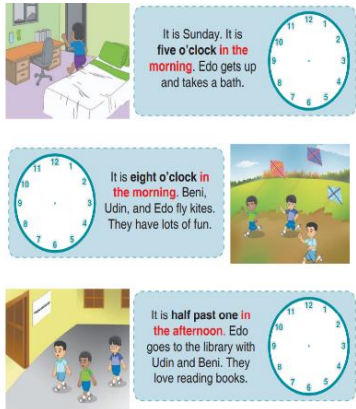
- First, the picture depicted a student with a teacher at school with different skin tones. The picture shows the student telling the teacher that the class is ready.
- Second, the picture shows a student with her teacher greeting each other at school. In this picture, the actor depicted a different skin tone.
- Next, the picture shows a student with his teacher. The student says sorry because he is late and the teacher is asking why he was late.
- The last picture shows a student with her teacher at school. The student says sorry because she is late. The teacher said that the students should not be late again. The picture also depicted a Muslim religion. It shows from the uniform that the student.

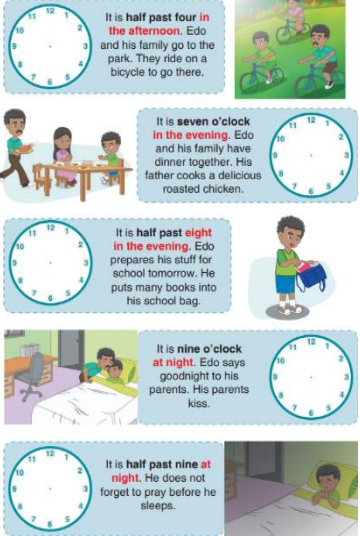

- a. Religious
- b. Social tolerance
- c. Social awareness



			<p>The student wears Hijab as a symbol of a Muslim.</p> <p>Four pictures show the interaction that happens at school. Every picture depicted a different skin tone, hairstyle, and clothes.</p>		
Chapter 1			<ul style="list-style-type: none"> - The first picture shows a student wearing a uniform with Hijab talking with her mother. The picture shows that the student is not well and tells her mother about her condition. The mother advises her daughter to take a rest. - The second picture shows four students. There are three boys and a girl. The picture displays the boys asking Dayu to go with them to the canteen, but Dayu does not accept because she is waiting for Siti. In addition, the picture shows that there are 	Page 16	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness




			different skin tones and hairstyles between the students.		
Chapter 1			Three pictures demonstrate sympathy and care for each other. Although the actors in the first and third pictures are not of the same age, they depict tolerance and respect for each other.	Page 17	<ul style="list-style-type: none"> - Social tolerance - Social awareness
Chapter 2	Introducing		Six students introduce themselves. They tell other people about their names, origins, and home address. The picture shows different skin tones and hairstyles to show that in Indonesia, we have a lot of diversity.	Page 22	<ol style="list-style-type: none"> a. Social tolerance b. Social awareness



<p>Chapter 2</p>			<p>The picture displays a dialogue between two students and a teacher. In this picture, the girl wearing a hijab is a symbol of Muslim. The picture also shows the differences between the students and teacher, such as different skin tones, and hairstyles.</p>	<p>Page 28</p>	<p>a. Religious b. Social tolerance</p>
<p>Chapter 3</p>	<p>times</p>		<p>On this page there are three pictures about Beni's mealtimes.</p> <ul style="list-style-type: none"> - The first picture is about Beni's breakfast at six o'clock. He is having breakfast alone. - The second picture is about Beni and his friends. There are two boys with Beni in the afternoon. They have their lunch in the schoolyard. They eat their food with happy faces. - The third picture is about Beni's family dinner. There are his father and mother. The 	<p>Page 39</p>	<p>a. Religious b. Social tolerance c. Social awareness</p>



			picture shows that they are praying before they eat the food.		
Chapter 3	times	 <p>It is Sunday. It is five o'clock in the morning. Edo gets up and takes a bath.</p> <p>It is eight o'clock in the morning. Beni, Udin, and Edo fly kites. They have lots of fun.</p> <p>It is half past one in the afternoon. Edo goes to the library with Udin and Beni. They love reading books.</p>	<p>Three pictures show Edo's daily Sunday.</p> <ul style="list-style-type: none"> - First activity shows Edo walking beside his bed to the door. The description of the picture tells the reader that Edo wants to take a bath. - The second picture shows Edo with his friends playing kites in the field. They look happy to be flying the kites together. - The third picture shows Edo with his friends going to the library to read books. According to the description, they love reading books 	Page 41	<ul style="list-style-type: none"> a. Social tolerance b. Social awareness
Chapter 3	times		<ul style="list-style-type: none"> - The first picture in the afternoon shows Edo with his family riding a bicycle together - The second picture, Edo and his family having dinner 	Page 42	<ul style="list-style-type: none"> a. Religious b. Social awareness


		 <p>It is half past four in the afternoon. Edo and his family go to the park. They ride on a bicycle to go there.</p> <p>It is seven o'clock in the evening. Edo and his family have dinner together. His father cooks a delicious roasted chicken.</p> <p>It is half past eight in the evening. Edo prepares his stuff for school tomorrow. He puts many books into his school bag.</p> <p>It is nine o'clock at night. Edo says goodnight to his parents. His parents kiss.</p> <p>It is half past nine at night. He does not forget to pray before he sleeps.</p>	<ul style="list-style-type: none"> - The third picture, Edo prepare his stuff for school tomorrow - Fourth picture Edo in his bedroom and his dad kissing him before Edo sleeps - The last picture Edo prays before he sleeps 		<p>c. Social tolerance</p>
<p>Chapter 3</p>		 <p>When do we celebrate Kartini Day?</p> <p>Kartini Day is in April. It is on the twenty first of April.</p>	<p>The picture shows two students with Hijab and non-Hijab. In the picture, they are talking about Kartini Day. The picture depicts that the students have a spirit of nationalism. Besides, the picture also shows the dissimilarity of faith.</p>	<p>Page 52</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness


<p>Chapter 4</p>		 	<ul style="list-style-type: none"> - The first picture shows a father and his son working together. They changed and pumped car tires. - Second picture, a Muslim family at the dining table praying before eating their food. 	<p>Page 91</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness
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<p>Chapter 4</p>		 <p>6</p>  <p>7</p>	<ul style="list-style-type: none"> - Picture number six, show two boys are reading books together - Picture number seven shows a Muslim girl holding her pillow beside her bed. 	<p>Page 92</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance
<p>Chapter 5</p>			<ul style="list-style-type: none"> - There are six students in a park. There are three girls and three boys. They are reading books together. They look so happy. 	<p>Page 99</p>	<ul style="list-style-type: none"> a. Religious b. Social awareness c. Social tolerance

<p>Chapter 5</p>			<p>- These two pictures show two boys in the first picture and two girls in the second picture. All of them are studying except a girl that wants to open a curtain for a Muslim girl. These two pictures show that although there are differences between students, they are still close to each other. The first picture shows different skin tones and the second picture shows different religions.</p>	<p>Page 104</p>	<p>a. Religious b. Social tolerance c. Social awareness</p>
<p>Chapter 5</p>			<p>The picture displays some students in the zoo. The picture demonstrates the physical diversity among students. The picture shows that each student has their characteristics, such as a boy that has black skin and curly hair, straight hair, and bright skin, a girl that wears Hijab, and a girl who does not wear a Hijab.</p>	<p>Page 114</p>	<p>a. Religious b. Social tolerance c. Social awareness</p>

<p>Chapter 5</p>			<p>- In this picture, a student helped his teacher bring books. On the other side, two students watched them. The picture also displays the physical diversity which is different skin tones, and hairstyles.</p>	<p>Page 117</p>	<p>a. Social awareness b. Social tolerance</p>
<p>Chapter 5</p>			<p>The picture shows two students in a class. They are talking about something. The students in the picture have physical diversity such as different skin tones and hairstyles.</p>	<p>Page 118</p>	<p>a. Social tolerance b. Social awareness</p>

<p>Chapter 6</p>			<ul style="list-style-type: none"> - In the picture, there are two actors. The picture shows a mother with her son on the dining table. The woman is wearing a Hijab while feeding her child. - Next, the picture displays three actors, two men and a woman in a surgery room. A man is lying on an operating bed and the other two are medics. - The picture shows several students in the classroom studying together. The picture depicts students' physical diversity and faith dissimilarity. It shows the different skin tones, hairstyles, and also the uniform of the students. 	<p>Page 127</p>	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness
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Chapter 6			The picture shows two students talking about something. The picture displays physical diversity such as different skin tones and hairstyles.	Page 150	<ul style="list-style-type: none"> a. Social tolerance b. Social awareness

Chapter 7			The picture depicts two students with different uniforms talking about something. One of them wearing a Hijab as a symbol of Muslim. They also have different skin tones.	Page 151	<ul style="list-style-type: none"> a. Religious b. Social tolerance c. Social awareness
Chapter 7			Two men talking about something. physically they look similar but not too much. Their skin tone is the same, but their hairstyle is different.	Page 153	<ul style="list-style-type: none"> a. Social tolerance b. Social awareness
Chapter 7			There are two students in the picture. The picture depicts the students talking with nice faces. They have physical differences such as	Page 156	<ul style="list-style-type: none"> a. Social tolerance

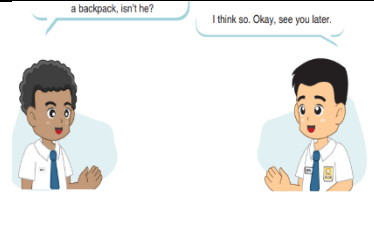

			<p>skin tone and hairstyle. One of them has a dark skin tone and curly hair. Besides, the other one has a light skin tone and straight hair.</p>		<p>b. Social awareness</p>
<p>Chapter 7</p>		<p>The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chilies, kangkung and many others.</p> <p>We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangosteens, sourgh, pineapples, pineapples, and so on. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.</p> <p>Indonesia is also rich with spices, like pepper, coriander, ginger, clove, turmeric, tamaric, galanga, lemon grass, bay leaves, and so on. We use them to cook very tasty Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.</p> <p>Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, sea eagles and sharks. We protect them. We also protect our turtles.</p> <p>Indonesia also raises different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.</p>	<p>The picture shows five students with different skin tones, hairstyles, and different uniforms.</p> <p>In the picture, one of the students wears Hijab as a symbol of Muslim. Each student has a different skin tone such as dark skin, light skin, and fair skin tone.</p>	<p>Page 170</p>	<p>a. Religious b. Social tolerance c. Social awareness</p>

Table 7. Tally Total of Multicultural Values Representation in The Textbook

Number	Type of artifact	Component of multicultural	Sum of component
1	Visual artifact	Religious	27

2		Social Tolerance	47
3		Social Awareness	54