

**The Representations of Multicultural Education in an Indonesian
English Textbook**



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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. 17 Juli 2024

The Writer,



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DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents: Abi, Mustahal and Umi, Hanni Ratnasari who have supported and always loved me in every conditions.
2. My consultant Miss Anandayu Suri Ardini, S.S., M.A has guided and given the best advice for my thesis patiently.
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MOTTO

“You don’t have to be great to start, but you have to start to be great” Zig Ziglar

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Yogyakarta, 17 Juli 2024



(Fatah Mardhiyah)

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ABSTRACT

Previous research has extensively examined multicultural values with some theories but has not specifically utilize Banks (2004) theory of multicultural education. This gap underscores the need to evaluate how textbooks reflect multicultural education because textbook is one of the crucial item in curriculum. This study investigates the representation of multicultural education in Indonesian English textbooks through a content analysis of "Buku Bahasa Inggris 'Work in Progress' SMA/SMK/MA Kelas X," with the new 'Kurikulum Merdeka'. Using Banks' (2004) framework, the research evaluates five dimensions of multicultural education: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture. The findings reveal substantial representation in four dimensions, including content integration, knowledge construction, prejudice reduction, and empowering school culture. The dimension of equity pedagogy is not found in this textbook. The research contributes to ongoing discussions on the effectiveness of multicultural education in Indonesian EFL contexts and offers empirical data to support the development of more inclusive educational resources.

Keywords: *cultures, ELT textbook, multicultural education*

CHAPTER 1

INTRODUCTION

1.1 Background of Study

In a multicultural society, where identities and cultures coexist, diversity is valued as a source of richness rather than as the source of conflict, society is significantly improved, provided that the environment has equality of opportunities regardless of race, ethnicity, languages, religions, genders, cultural backgrounds, sociocultural status (Banks & McGee Banks, 2016). In the scope of a multicultural society, without a doubt, adequate education is strongly needed. Multicultural education offers a great instrument to face a growing challenge to be able to collaborate across political, cultural divides, and deepen their awareness of diverse cultures (Zamroni et al. 2021). In this day of globalization, we must have a contemporary perspective. However, there is an assumption that only parts of society can understand the paradigm of multicultural education (Zamroni, 2011). In fact, multicultural education holds significant importance due to its multifaceted impact not just in society, but also individuals and educational systems. It serves as a crucial tool for promoting social equity, fostering cultural understanding, and preparing individuals to thrive in diverse environments (Alanay & Aydin, 2016; Izzati et al., 2023). Moreover, the implementation of multicultural education is vital for enhancing students' academic success, facilitating social integration, and preparing them to live in multicultural societies (Kaya, 2015). Therefore, adopting multicultural education is crucial for advancing social equity, encouraging cultural awareness, and improving academic achievement, thereby equipping individuals to succeed in diverse settings.

The challenges faced by youth in working across cultures, political boundaries, and addressing social injustice and discrimination are multifaceted and deeply impactful (Zamroni et al. 2021). Many research has shown that youth are influenced by various factors such as, social injustice, experiences of racial discrimination, ethnic-racial socialization practices (Hughes et al., 2006; Bañales et al., 2019; Lei et al., 2021). Therefore, it is important to consider the role of school in promoting multicultural competence. Multicultural education fosters an inclusive and diverse learning environment, promoting understanding, respect, and appreciation for different cultures and perspectives among young students (Alghamdi, 2023). It plays a crucial role in preparing students to thrive in a globalized world by developing their cultural competence and intercultural communication skills (Ogbu, 1992). Hence, the implementation of multicultural education in schools can contribute to the development of students' character, awareness of multicultural values, promoting a harmonious and inclusive educational environment (Efendi & Lien, 2021).

At school substance, multicultural is a popular term that teachers of second languages, whether they specialize in teaching ESL (English as a Second Language), EFL (English as a Foreign Language), or another second language, are fundamentally aware of cultural and linguistic variety (Kubota, 2004). Within multicultural environments, textbooks have a vital role in establishing learners as learning subjects with communication abilities and multicultural competency. On the other hand, textbook provide several advantages. Textbooks are the most important and common type of resource that may enhance language learning, according to

Brown (2001). Likewise, textbooks help instructors and students understand the basics of the target language. To aid students in understanding language characteristics, phrases, and functions, most language teachers utilize textbooks. They serve as a manual for carrying out orderly educational procedures. According to Hockings and Bhardwaj (2017), "*Textbooks are the corner stone of educational resources, providing students with a structured framework of knowledge, engaging content, and a cohesive learning experience*". Their research emphasizes the significance of textbooks in supporting students' conceptual understanding and knowledge retention. Furthermore, Tomlinson, et.al (2020) assert that textbooks serve as repositories of information and function as tools for scaffolding learning, organizing instructional sequences, and promoting critical thinking skills. They argue that textbooks can enhance teaching effectiveness by providing teachers with a comprehensive curriculum guide.

Equivalently, the curriculum field, 'Kurikulum Merdeka' is utilized recently. Unlike the previous curriculum, 'Kurikulum 13' or also known as 'K13', Kurikulum Merdeka have a competence 'Profil Pelajar Pancasila' which focuses on 6 elements such as (1) Believing and obidience to God Almighty and have noble character (2) Global Diversity (3) Mutual Cooperation (4) Creativity (5) Critical Thinking (6) Independent. One of the key elements of Global Diversity or in Indonesian is 'Berkebhinekaan Global' is the acknowledgment that Indonesia, as a nation, is interconnected with the rest of the world. Kebhinekaan global refers to global diversity or global Multiculturalism, emphasizing the recognition and appreciation of cultural diversity on a global scale. It recognizes that the country is part of a broader global

community where diverse cultures, beliefs, and traditions coexist and interact. This perspective encourages Indonesian students to have a broader worldview, understanding that cultural diversity extends beyond national borders. This competency was not highlighted in the previous curriculum (K13). Students are reinforced to have six elements from Profil Pelajar Pancasila, one of them is 'Kebhinekaan Global.' Those elements of characteristics will be assessed in the learning process. So, it is undoubtedly essential for a student to have the competence to embrace diversity. Therefore, exposing them to the material representing Multiculturalism in textbooks is an urgent issue.

Current research about this issue has already been conducted previously. Hallet, (2021) examined EFL textbooks using Critical Discourse Analysis and employs Cultural Discourse Studies in Lithuania. In his study, he found that the textbook (ELT Materials) has not always promoted Inner circles such as British or American, instead the textbook shows that ELT Materials are accentuate the ideological and social imperatives of the USSR. A similar study also has been conducted in China. Xiang & Agbaw, (2019) they were used Critical Content Analysis with Kachru and Nelson's (1996) framework. Their study found that the coverage of countries (Inner, Outer, and Expanding) is not balanced. The textbook shows that China, which their own culture is the most often featured in cultural representation. In the Indonesian context, (Setyono & Widodo, 2019; Isnaini & Setyono, 2019; Pratama & Wijayanto, 2021) has examined multicultural values as represented in EFL Textbook. At the same time, those studies utilize different ways to research. Starting with (Setyono & Widodo 2019), in their paper,

examined Critical Discourse Analysis to elucidate the cultural representations and social constructs contextually. They found that the textbook already represents multicultural values. Then, (Isnaini et al., 2019), used Barther's (1977) visual semiotic theory to examine the visual images of multicultural values, and the textbook shows that most has already represented multicultural values. Lastly, (Pratama et al., 2021) used content analysis and using Bennett's (2010) framework. They found that multicultural values have already been depicted in the EFL Textbook.

Based on a previous study, the researcher found that multicultural values are still a trendy issue to be integrated in the EFL textbook. Moreover, 'Kurikulum Merdeka' is the newest curriculum with the competencies that make this study necessary. Therefore, in Indonesian English Textbooks that refer to 'Kurikulum Merdeka' still need to be studied to determine how ELT textbooks used in Indonesia provide cultural knowledge for students. Content analysis will be used in this study to embrace diversity in ELT textbooks. For this study, the chosen EFL textbook is the textbook for the tenth grade, "Buku Bahasa Inggris 'Work in Progress' SMA/SMK/MA Kelas X" published by Indonesian Ministry of Education and Culture.

1.2 Identification of the Problem

Multicultural education can encompass a wide range of concepts, including but not limited to, inclusivity, diversity, equity, and social justice when in textbook. Also, the existence of textbook is threatened by social media among students. The ELT textbook are only for the formal activity. Therefore, providing EFL students with adequate multicultural materials through texts and images that expose them to variety cultures, contributing to their cultural awareness and understanding (Isnaini et al., 2019). With those background, the identification of the problem is to examine the multicultural education embodied in ELT Textbook in Indonesian context. The chosen book is “Buku Bahasa Inggris ‘Work in Progress’ SMA/SMK/MA Kelas X” published by Indonesian Ministry of Education and Culture.

1.3 Limitation of the Problem

The limitation of this study is only analyse the chosen book is “Buku Bahasa Inggris ‘Work in Progress’ SMA/SMK/MA Kelas X” published by Indonesian Ministry of Education and Culture.

1.4 Formulation of the Problem

The formulation of the problem for this study is what multicultural education that are portrayed in the ELT textbook?

1.5 Objective of the Study

The objective of this study is to investigate multicultural education in the textbook.

1.6 Significance of the Study

The study's conclusion is expected to be the teacher's beneficial input. For English teaching practices, teachers are expected to be cognizant of how multicultural education values are implemented in the textbook, particularly in schools that have already adopted the "Kurikulum Merdeka." The study will also be adding empirically to ongoing research on the challenges surrounding the inclusion of multicultural values in EFL textbooks.

CHAPTER II

LITERATURE REVIEW

The researcher investigated various studies that examined the relevant studies in textbook to complete this research. These studies are gathered in the following paragraphs.

2.1 Multicultural Education in Indonesia

Indonesia, as a multicultural society, is characterized by its rich diversity in terms of religion, ethnicity, language, and culture. The nation's pluralistic nature is deeply ingrained in its societal fabric, with various tribes, nations, ethnicities, and religions coexisting within its borders (Tirza & Cendana, 2022). This diversity is not merely a superficial aspect but a fundamental identity marker that defines the Indonesian state and its people (Fazis & Marwan, 2022). The complexity resulting from Indonesia's socio-cultural diversity underscores the importance of recognizing and embracing the multitude of cultural backgrounds that contribute to the nation's vibrant tapestry (Manullang, 2021). The country's multicultural population, consisting of various tribes, nations, ethnicities, and religions, necessitates an educational framework that promotes inclusivity, respect, and understanding among different cultural groups (Suri & Chandra, 2021). Multicultural education serves as a strategic instrument to develop awareness of cultural and foster intercultural harmony within Indonesian society (Akhiruddin et al., 2021). By integrating multicultural education into the curriculum, Indonesia can create a more inclusive and culturally responsive educational environment that celebrates diversity and promotes social cohesion (Barsihanor et al., 2021).

Studies by Akhiruddin et al. (2021) focused on the implementation of the Inside-Outside Circle (IOC) instructional model for multicultural education. This study aimed to investigate how this instructional model could be utilized to promote multicultural understanding and inclusivity in educational settings. By exploring innovative teaching strategies like the IOC model, educators in Indonesia can create a more culturally responsive learning environment that celebrates diversity and fosters intercultural dialogue. Moreover, Safitri & Efaningrum (2020) explored the management of multicultural classrooms in Indonesian schools, emphasizing the role of teachers and the adequacy of educational programs in implementing multicultural education. This study highlighted the significance of teacher competence and curriculum alignment in fostering multicultural understanding and harmony within educational settings.

2.2 Multicultural Education in ELT Textbooks.

Multicultural educations are integral in shaping English Language Teaching (ELT) materials to promote inclusivity, diversity, and cultural understanding among students, especially textbook. Setyono & Widodo (2019) conducted a critical discourse analysis on the representation of multicultural values in an EFL textbook endorsed by the Indonesian Ministry of Education and Culture. Their study highlighted the necessity of critically examining how multicultural values are depicted in educational materials to ensure a comprehensive and culturally responsive curriculum (Setyono & Widodo, 2019).

Multicultural-based learning has been proven to enhance students' competence by improving critical thinking skills, character development, and emotional intelligence, illustrated the positive impact of multicultural-based learning on students' growth, emphasizing the importance of integrating multicultural values into the learning environment. By incorporating multicultural values, educators can provide a well-rounded and enriching educational experience that equips students with the essential skills to thrive in a diverse society (Firdaus et al., 2020). Implementing multicultural education values in English Language Teaching (ELT), textbooks is beneficial for EFL students. In Medan 2019, (Purba et al.) stated in their study that they discovered that ELT textbooks' multicultural value enables students to understand the value of diversity better and accept diversity more readily, particularly in terms of faith and ethnicity. Meanwhile, (Setyono & Widodo, 2019) examined the multicultural content of Indonesian Mandatory English Textbooks. Critical discourse analysis and SFL are being used in the study to measure multicultural values.

2.3 Previous Studies on Multicultural Education in Textbooks.

Six relevant publications have been looked at to find studies on the topic of multicultural education in EFL Country.

First, Isnaini & Setyono (2019) evaluated the multicultural values portrayed in an Indonesian vocational high school English textbook using the visual imagery in the textbook using Barthes' (1977) visual semiotic theory. This study demonstrates that the four categories of multicultural values—respecting other people's customs, enjoying other people's viewpoints, appreciating other people's cultural goods, and recognizing the equal rights of women—are all reflected in the EFL textbook. Had underlined the significance of visual semiotics in promoting multiculturalism. Visual elements play a powerful role in shaping students' perceptions and understanding of cultural diversity. By incorporating authentic and culturally accurate visuals, textbooks can effectively engage students and facilitate their appreciation of different cultures and perspectives.

Second, this study examines multicultural values in an EFL textbook intended for Indonesian senior high school students using critical discourse analysis. According to Setyono & Widodo (2019), four themes of multicultural values—respect for the cultures of various ethnic and religious groups, respect for indigenous cultures, avoidance of conflicts and harmony with all living things and the natural world, as well as appreciation for innovative cultural products—emerge from the textbook. The study emphasized the role of critical discourse analysis in uncovering underlying ideologies and power relations embedded in the textbook. By

critically examining the language choices, cultural references, and perspectives presented, it becomes possible to identify potential biases and ensure a more inclusive and balanced representation of multicultural values.

Third, this study examined multicultural ideals in Indonesia through content analysis research employing Bennet's four multicultural dimensions. According to Pratama and Wijayanto's research from the year 2021, three aspects of multicultural values—respect for human dignity, and universal human rights—are included in the textbook. To emphasize how important, it is to evaluate and improve the presentation of multicultural values in the national mandatory English textbooks used in Indonesian secondary schools, this study highlights the significance of doing so. By presenting authentic and nuanced portrayals of diverse cultures, these textbooks can contribute to fostering intercultural understanding and preparing students for a globalized world. While these textbooks strive to promote multiculturalism, there is a need for ongoing improvement to avoid stereotypes, address biases, and provide a more comprehensive understanding of cultural diversity.

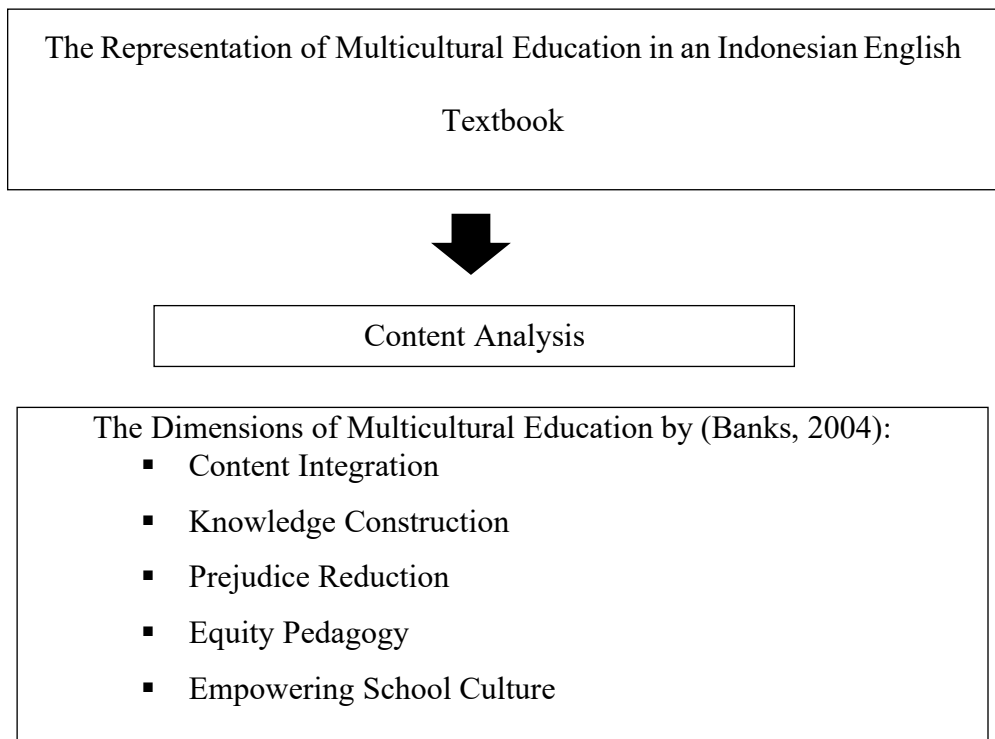
Fourth, Lestariyana et. al (2022) critically analyses the multicultural content in two international textbooks used for English as a Foreign Language (EFL) students in Indonesia, highlighting the disproportionate representation of cultures from Kachru's Inner, Outer, and Expanding Circles. It reveals a dominance of Inner Circle cultures, underscoring a need for more balanced and inclusive cultural representation to better reflect global diversity and encourage a deeper understanding of multicultural values among Indonesian students. This

analysis suggests textbook writers and designers incorporate a wider range of cultures, especially from the Expanding Circle countries like Indonesia, to enrich students' learning experiences and promote cultural diversity awareness.

Fifth, Purba et al. (2019) is demonstrating the effective implementation of multicultural education in Medan, aiming to foster understanding and tolerance among students towards diversity. By incorporating multicultural values into both school and class cultures, it effectively promotes a high tolerance for diversity among students. The approach includes various programs and policies that emphasize the importance of recognizing and valuing differences, which is crucial for creating a harmonious society.

The last, Xiang & Agbaw (2019) used critical content analysis to investigate multicultural variables while applying Kachru and Nelson's model of English spread and categorizing it into Inner, Outer, and Expanding circles. This study highlights the importance of critically evaluating EFL textbooks for ethnic minority students, specifically the ethnic Mongol community in China. They found the role of EFL textbooks as a medium for transmitting and perpetuating dominant ideologies and social norms. Textbooks have the power to shape students' perceptions, attitudes, and identities, making it crucial to critically examine and challenge any biases or inequalities embedded in the content. While efforts have been made to incorporate cultural content, there is a need for further improvement to ensure a more accurate and respectful representation of cultural identity.

2.4 The Flow of Theory



In this study, the researcher utilize the five dimension of multicultural education, as conceptualized by Banks (2004) that aims to promote inclusivity and equity in education by acknowledging and valuing cultural diversity while challenging discrimination and prejudice (Banks, 2004). He stated that multicultural education system is a guide to school curriculum for educator. Although this framework was designed to be a curriculum guide, it will be used in this study to as investigate textbooks which are also an important component of the curriculum. Wulandari (2019) argues that incorporating diverse cultural perspectives in Indonesian textbooks is crucial for promoting national unity and understanding among students from various ethnic backgrounds. Her study reveals that textbooks which include content from different Indonesian cultures help students appreciate their country's diversity and foster a

sense of belonging (Wulandari, 2019). Additionally, Yulianti (2015) emphasizes that integrating multicultural content in Indonesian textbooks can help reduce inter-ethnic prejudices and promote social cohesion, especially in regions with a history of ethnic tensions (Yulianti, 2015). This framework 'multicultural education' includes five dimensions: content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture and social structure. Here is the detail about each dimensions.

Banks's dimension of content integration involves the incorporation of diverse perspectives, experiences, and contributions from various cultural groups into the curriculum. This dimension aims to ensure that students encounter a wide range of cultural content and perspectives across different subject areas, fostering a more inclusive and representative educational experience. Then, the knowledge construction focuses on challenging and deconstructing stereotypes, biases, and misconceptions about different cultural groups. It encourages critical thinking and the examination of how knowledge is produced, validated, and legitimized within different cultural contexts. Prejudice reduction, another dimension of Banks's framework, aims to address and mitigate biases, discrimination, and prejudice within educational settings. This involves creating learning environments that actively challenge stereotypes and promote understanding, empathy, and respect for diverse cultural backgrounds. Equity pedagogy, as outlined by Banks, emphasizes the use of teaching strategies and methods that accommodate and address the diverse learning needs and styles of students from various cultural backgrounds. This dimension seeks to ensure that all students have equal access to

high-quality education and opportunities for academic success. Finally, the dimension of empowering school culture and social structure involves promoting institutional practices and policies that foster inclusivity, equity, and social justice within the school community. This dimension aims to create a supportive and empowering environment where all students feel valued, respected, and included.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was implemented through analyzing the ELT textbook endorsed by Indonesian government. In this case, the researcher used qualitative research to be measured the quality aspect of case. According to (Groenewald & Essack, 2023) state that it is a characteristic of qualitative data such as descriptive, documents, transcripts, pictures, words, etc. Therefore, qualitative research is applicable for this study. Furthermore, content analysis used in this study to be understanding the phenomenon of multiculturalism that applied on Indonesian textbook. Content analysis is to show that in content analysis, artistic works, maps, music, signs, symbols, and even numerical data may be included as data that is regarded to be texts (Krippendorff, K., 2019). Specifically, this study is utilized relational content analysis that aims to achieve a deep and comprehensive understanding of the relationships between concepts in a text. According to Moleong (2007), not only focusing on the frequency of specific words or concepts within a text but also exploring the relationships between these concepts.

Through this approach, it could enhance activities on teaching and learning. It would be detailing an exploration of how cultural diversity is portrayed in educational materials, offering insights into the inclusivity and accuracy of multicultural content. Studies by Hajiannor et al. (2023) focus on analyzing the content and accuracy of multicultural values in educational materials, shedding light on the development of multicultural perspectives within the curriculum. By conducting qualitative content analysis within the framework of multicultural education, we can assess the extent to which textbooks reflect and promote cultural diversity, thereby fostering an inclusive learning environment that celebrates different cultural perspectives (Sudirman et al., 2022; Hajiannor et al., 2023). This analytical approach helps identify areas where multicultural values

may be lacking or misrepresented, guiding efforts to enhance the cultural relevance of educational materials.

3.2 Data Preparation

The research is conducted by analyzing the senior high school students' textbook, EFL textbooks. For this study, the chosen EFL textbook is the textbook for the tenth grade, "Buku Bahasa Inggris 'Work in Progress' SMA/SMK/MA Kelas X" published by Indonesian Ministry of Education and Culture. This textbook was chosen based on justification by (Setyono & Widodo, 2019, pp. 6). However, there are some adjustments for the justifications which suitable for this study.

1. The textbook is widely access able for everyone through website Kurikulum Merdeka.
2. This textbook developed with Kurikulum Merdeka as the framework a new curriculum which recently used inIndonesia.
3. The author of the textbook highlights the multicultural value representation to the learning objectives in the beginning of each chapter as the Indonesian ELT pedagogy.

3.3 Research Instrument

This study used the research instrument adopted from Banks (2004) framework. The components from the framework were used to identify the multicultural education values existing in EFL textbooks. The following table was used for the purpose of the findings that were taken from the textbook:

Table 1. Instrument Multicultural Education

Unit	Sample	Description	Page	5 Dimensions of Multicultural Education
Chapter of the book.	The content of representing Multicultural Education values by Banks (2004).	The description of the data.	The specific information of the content's location in the chapter or unit especially the page	<ul style="list-style-type: none"> ▪ Content Integration ▪ Knowledge Construction ▪ Prejudice Reduction ▪ Equity Pedagogy ▪ Empowering School Culture

3.4 Data Collection and Analysis

In this study, the researcher used tables to collect the data. The tables were adapted from the research by Setyono & Widodo (2019). There are unit, sample visual, description, page, and multicultural values. To analyse images that consist of multicultural values, there were a few steps taken. The framework is adapted by James (2004) of five dimensions of Multicultural Education. The dimensions are (1) content integration, (2) knowledge construction, (3) prejudice reduction, (4) equity pedagogy, and (5) empowering school culture and social culture.

First, the contents will identify in terms of acts which content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture throughout the chapters in the textbook. Second, the researcher describes those content one by one based on the content that are identified. The identified were coded based on those five categories. The third step is describing and interpreting the results of the analysis. The final step is a discussion of the results of analysis by comparing them to related theories and findings of previous studies.

3.5 Trustworthiness

Trustworthiness is related to credibility, dependability, and confirmability, are proposed by Lincoln and Guba (1985). The peer-review technique was implemented to demonstrate credibility. Research dependability was ensured to the stability of data over time and under different conditions and confirmability is the determination that the researcher's explanations and findings are derived from the data (Tobin and Begley, 2004). These dependability and confirmability are established by submitting all procedures across data and checking data several times.

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Findings

The object of this research is the textbook for the tenth grade, “Buku Bahasa Inggris ‘Work in Progress’ SMA/SMK/MA Kelas X” published by Indonesian Ministry of Education and Culture. To conduct this analysis, the researcher collected the data by dividing the 5 dimensions of multicultural education. According to Banks (2004) there are five key dimensions of a multicultural education system. The dimension will be revealed by textbook content analysis, as textbooks are also a component that supports the curriculum. These dimensions include content integration, the knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture. From data collection, the researcher has found; in CI (Content Integration) 6 visual forms and 9 text forms; in KC (Knowledge Construction) 1 visual form and 4 text form; in PR (Prejudice Reduction) 6 visual forms without text form; Then, in ESC (Empowering School Culture) 10 visual forms and 2 text forms.

Table 2. The tally of Multicultural Education

Dimensions	Coding	Data Type	Tally
Content Integration	CI	Visual	6
		Text	9
Knowledge Construction	KC	Visual	1
		Text	4
Prejudice Reduction	PR	Visual	6
		Text	0
Equity Pedagogy	EP	Visual	0
		Text	0
Empowering School Culture	ESC	Visual	10
		Text	2
Total			38

The data mentioned above indicates that there were four dimensions has found in this research. In the analysis, the dimension of content integration is found. As well as the name where variety of cultures and backgrounds are integrate into content, this dimensions is aiming to illustrate key concepts, principles, and theories in subject of the textbook (Banks, 2004). Content integration involves incorporating diverse perspectives, experiences, and contributions from various cultural groups into the curriculum or in this research is focuses on textbook. Traditional textbook often focus on dominant cultural narratives, primarily those of the majority group. Content integration seeks to broaden these narratives by including the contributions and experiences of marginalized and underrepresented groups. In Indonesian context, this mean incorporating histories and cultures about Indonesia, such as Papuanese, Javanese, Dayaknese, and all of cultures that Indonesia have. Content Integration also integrate relatable content, specific subject, and phenomena that occur recently in textbook, so that reflect the cultural diversity of the student backgrounds. While using real-life scenarios that students from different backgrounds can relate to, it enhancing their engagement and understanding. Not same as content integration, knowledge construction focuses on how implicit cultural assumption frames of references, biases, generalization, and view in a content, could affect the knowledge construction from it (Banks, 2004). So, the cultural that have any biases could interpret not accordingly of other cultures. For instance, there is a phenomenon or historical thing could see differently, whether it good or bad. Then, prejudice reduction is aiming to develop positive toward different racial, ethnic, and cultural groups (Banks, 2004). By recognizing negative stereotype, misconception about different racial and ethnic groups. It means if there is a content that contains negative stereotype, it could change to be positive.

The dimension that has not found in this research is equity pedagogy. This dimension focuses on creating teaching strategies and fostering a classroom environment that better supports students who may have faced historical disadvantages in both educational settings and

society at large (Banks & Banks, 1995). In other words, teachers modify or use various instructional strategies to their lesson plan in order to facilitate academic achievement for all student, regardless their background. Since it involves teacher's participation and choice of methods, strategy, and techniques in teaching, it cannot be analyse through the textbook. Therefore, this dimension is not found in the textbook. Then the last dimension is empowering school culture where creating an educational environment that supports and enhances the learning and development of students from different racial ethnic, language, and gender groups. According to Banks (2004) empowering school culture highlighted of grouping and labelling practices, sport participation, acknowledge the disproportionality in achievements, and the interaction across ethnic and racial to ensure that all students, regardless of their cultural or ethnic backgrounds, have equal opportunities to succeed. Banks (2004) stated that "*those variables are crucial in order to create a school culture that empowers student from diverse racial, ethnic, and language groups and from both gender groups*".

4.2 Discussion

After analysing the data, there are four dimensions of multicultural education were found in this research. Those are content integration, knowledge construction, prejudice reduction, and empowering school culture. The multicultural education by Banks (2004) are created in classroom context. However, in this study the researcher reconstruct the theory to be suitable because the context on this study is investigate the textbook. Below are the explanation and the discussion of each findings.

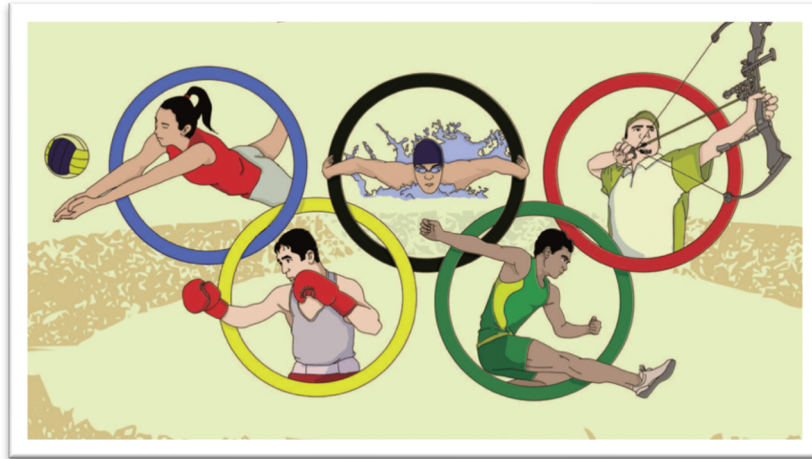
4.2.1 Content Integration

The dimension of content integration within multicultural education, as conceptualized by Banks (2004), is integral to the development of an inclusive curriculum that reflects the diversity of student experiences and backgrounds. Not only promotes multicultural awareness but also encourages harmony and understanding among students of different ethnic backgrounds (Abdullah & Haque, 2018). In this dimension, the researcher reconstructs Banks (2004) theory. The theory said that this dimension, content integration is incorporating diverse perspectives, experiences, and contributions from various cultural groups. When applied to textbooks, this dimension involves the deliberate inclusion of content from a variety of cultural perspectives, and educational materials represent a wide array of voices and experiences. The implementation of content integration in textbooks can be assessed through several criteria, including the representation of some cultural groups in content, phenomena that occur recently but indicates some cultures or backgrounds, and some actual circumstances or events. This discussion examines the implementation of content integration in textbooks and its implications for multicultural education. After analyse the textbook and sorting the data, the researcher found there are 6 visual forms and 9 text forms in this dimension. Below are a few instances of case in point of content integration.



Picture 4.2.1. 1 Visual Form in Dimension of Content Integration

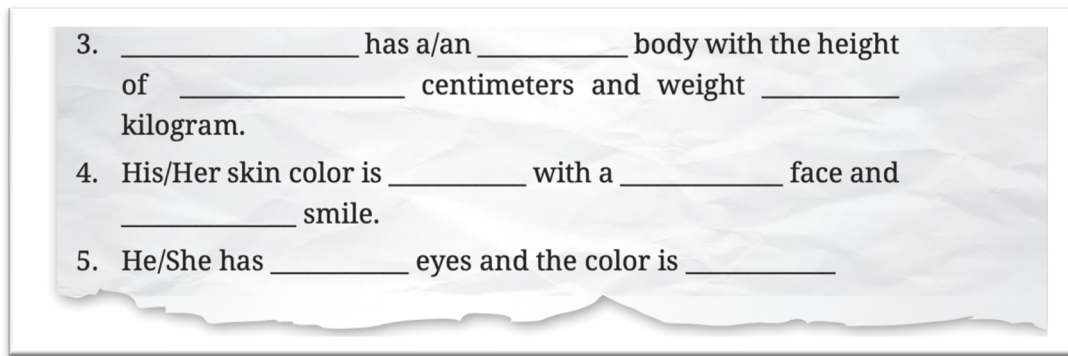
The image shows there are four traditional Indonesian dishes, each accompanied by a detailed description and photo credit. It is an activity which instruct students to discuss about healthy and unhealthy foods. These dishes are Aceh Noodles, Crispy Deep-fried Prawn Ulakan, Es Pisang Ijo, and Cendol. Aceh Noodles, known locally as “Mie Aceh,” is a spicy noodle dish from the Aceh region in Sumatra, Indonesia. The region’s cuisine reflects a blend of Indonesian, Indian, Arab, and Chinese flavours. Aceh Noodles are a quintessential part of Acehnese cuisine, embodying the region’s rich history. Beside “Mie Aceh” there is a Crispy Deep-fried Prawn Ulakan, locally known as “Udang Goreng Tepung Ulakan,” is a delectable seafood dish where coastal regions of Indonesia. Es Pisang Ijo, translated as “Green Banana Ice,” is a traditional Indonesian dessert from Makassar, South Sulawesi. Cendol is a traditional Indonesian iced dessert. Variations of Cendol can be found throughout Southeast Asia, each with slight regional adaptations. These foods represent the rich culinary diversity of Indonesia, reflecting regional specialties and the blending of cultural influences. Each dish carries unique cultural significance and reflects the country’s historical and geographical influences.



Picture 4.2.1. 2 Visual Form in Dimension of Content Integration

This visual depicts athletes from different sports, symbolizing the integration of diverse elements into a cohesive whole. The Olympic rings symbolize (Africa, the Americas, Asia, Europe, and Oceania) the unity of the five continents unity and the meeting of athletes from around the world. By placing different sports within each ring, this visual underscores the diversity of events and the inclusive nature of the Olympics. At the same coin, in each ring's has different colour of skin reflects at their backgrounds emphasizing diverse cultural. Depicting both male and female athletes also promotes gender equity, which is a cultural value emphasized in modern sports. As a global event that promotes peace, unity, and mutual respect among nations, it is align with content integration. This visual is related to study conducted by Azizah and Andriyanti (2023), specifically on the category of Responsibility to the world community.

Then, below is one of the other form of text also found in this dimension.



3. _____ has a/an _____ body with the height of _____ centimeters and weight _____ kilogram.

4. His/Her skin color is _____ with a _____ face and _____ smile.

5. He/She has _____ eyes and the color is _____

Picture 4.2.1. 3 Textual Form in Dimension of Content Integration

This is a fill-in-the-blank form that appears to be part of a character description worksheet. It may seem like a typical worksheet. However if we analyse deeply, this text is mention about skin colour, colour eyes, weight, facial features, body type, height, and weight. Here is the detail about it. For number three is talk about body type (height and weight).

“ _____ has a/an _____ body with the height of _____ centimeters and weight _____ kilogram.”

For body type, each cultures have varied for what constitutes an body type. In most cases, genetics determines body type for instance, Europeans average body height for male is 1.76 m – 1.80 m and female is 1.62 m – 1.66 m, while Asians average body height for male 1.66m – 1.74 m dan female is 1.55 m- 1.62 m. This things has shown that every racial has their own body type.

Also, weight is another culturally loaded attribute. In some cultures, a lower body weight is associated with health and beauty, influenced by media and fashion industries. In contrast, other cultures may view a higher body weight as a sign of wealth and well-being.

For number four is asking about skin colour, fave features, and smile

“His/Her skin color is _____ with a _____ face and _____ smile.”

Skin colour can significantly impact social dynamics and individual experiences within various cultures. Colourism, a bias favouring lighter skin within the same ethnic or racial group, is prevalent in many parts of the world. This bias often stems from historical contexts, such as colonialism and class hierarchies. Different cultures have distinct beauty standards related to skin colour. For example, in many Asian countries, lighter skin is often associated with beauty and social status, leading to a market for skin-whitening products. Conversely, in Western cultures, tanned skin can be perceived as a sign of health and an active lifestyle. Descriptions of skin colour can also relate to broader issues of representation and identity. How individuals describe and perceive their skin colour can influence their sense of identity and belonging within their cultural context.

The description of facial features can reflect cultural ideals of beauty. For instance, certain facial shapes, nose sizes, and eye shapes are often highlighted as attractive in various cultures. These ideals can influence beauty practices, such as plastic surgery trends in countries like South Korea, where achieving a “perfect” face is highly valued. For smile is a universally recognized expression of friendliness and happiness, but the cultural context can influence its interpretation. In some cultures, a broad smile is a standard greeting and a sign of openness (e.g., the United States), while in others, more reserved facial expressions are the norm in public settings (e.g., Japan).

For number five is asking about eye colour.

“He/She has _____ eyes and the color is _____.”

Same to body type, eye colour is also largely determined by genetics, and its variation can be a point of interest in multicultural contexts. For example, blue and green eyes are more common in European populations, while brown eyes are predominant globally. In some cultures, certain eye colours are prized for their rarity or beauty. For instance, blue eyes have often been romanticized in Western literature and media. In contrast, brown eyes, being more

common globally, might not receive the same level of exoticization but are valued for their warmth and depth in many cultures. Where those things are infuse in textbook, it encourages students to think about and describe physical characteristics which alongside to recognize and appreciate the variety of human appearances and attributes across different cultures.

Find someone who is a fan of ...		
... Mohamed Salah	... Greysia Polii	... Valentino Rossi
... Lalu Muhammad Zohri	... Lionel Messi	... LeBron James
... Jonathan Christie	... Muhammad Ali	... Michael Jordan

Picture 4.2.1. 4 Textual Form in Dimension of Content Integration

Those tables that contain the names of notable figures are athletes that are widely recognize in the sports world is the right example of content integration. As previously stated the dimension of content integration insert many cultures into the content or textbook. This visual present variety of names suggests a wide representation from different sports and countries. On top of it is sub-title which also work as an instruction to find common interest of those names. The names can classified by their background. For instance Greysia Polii, Muhammad Zohri, and Jonathan Christie. Coming from Indonesia, however, each of them represents a different ethnic. Jonathan Christie descent Chinese-Indonesian, Muhammad Zohri from East Indonesia, and Greysia Polii from West Indonesia. Then Muhammad Ali, Michael Jordan, and LeBron James. They all are African-American athletes. Valentino Rossi and Lionel Messi are from Western country. Also classified by the same faith where Muhammad Ali and Mohamed Salah that proudly of their Islamic beliefs.

Those interpretation highlighted that diverse of culture are integrate in contents. This things can cover up the dimension that has not found in this study which is equity pedagogy that using methods of instruction in educational settings. By findings that variety of cultures in this textbook teacher can use various instructional strategies to enhance their teaching also to implemented this dimension in classroom. In other things, those interpretation is connected to previous paper by (Isnaini, 2019) where this content gives a chance for students to improve their multicultural competence by appreciating cultural diversity and accepting racial and religious tolerance around them.

4.2.2 Knowledge Construction

The other dimensions of multicultural education is knowledge construction by Banks (2004) plays a pivotal role in shaping how students perceive and understand knowledge within an educational framework. This dimension involves teaching students to critically examine how cultural assumptions, perspectives, and biases influence the way knowledge is constructed and presented. When applied to textbooks, this concept challenges traditional narratives and encourages a more inclusive and critical examination of content. The implementation of the knowledge construction dimension in textbooks can be observed through various methods. One effective method is the inclusion of multiple perspectives on historical events, scientific theories, and social issues. Another method is the critical examination of the sources of knowledge presented in textbooks. This involves questioning the origin of information, the context in which it was produced, and the interests it serves. Textbooks that encourage students to analyse primary and secondary sources critically to understanding of how knowledge is constructed and the potential biases that come with it. In this textbook knowledge construction has found in several chapters. For example in chapter five. This chapter is specifically discuss about graffiti.



Picture 4.2.2. 1 Visual Form in Dimension of Knowledge Construction

This chapter five, predominantly is discuss about graffiti can see both overview, vandalism or art. The different perspectives on graffiti—as vandalism or as art—can be perceived in different ways depending on one’s cultural, social, and political standpoint. Some view graffiti as vandalism, associating it with illegal activity, property damage, and urban decay. This perspective often reflects a desire to maintain public order and the aesthetic norms of a community. Conversely, others see graffiti as a legitimate form of artistic expression and social commentary. From this view, graffiti can challenge social norms, provide a voice for marginalized communities, and beautify otherwise neglected urban spaces.

The following activity is one of the things that supports the dimensions presented in this textbook.

People always have different opinion about something, including Graffiti. Some people think that graffiti is art. Others think it is an act of vandalism. With your classmates, list in the table below reasons why people think graffiti is art or an act of vandalism.

Graffiti is Art	Graffiti is Vandalism
<i>Graffiti can decorate a community in some peoples' eyes</i>	<i>Graffiti makes an area look run-down</i>

Picture 4.2.2. 2 Textual Form in Dimension of Knowledge Construction

This activity are asked to think critically about graffiti and to articulate reasons why it might be considered art or vandalism. The activity highlights that there are multiple perspectives on graffiti. Hence, students can see how different cultural and social contexts can lead to different interpretations of the same phenomenon. The collaborative nature of the activity, where students discuss their ideas with classmates, stimulate them to do dialogue and debate. This interaction can help students appreciate, understand diverse viewpoints, critical thinking, which is a key component of knowledge construction. Also, they can explore how factors such as community norms, legal frameworks, and individual experiences shape people’s perceptions. This assignment is relevant to state by Namaste (2017) where students should be intellectually curious, look for evidence-based solutions for the answers, and set aside judgment when appraising others. In specific subject of “Graffiti” is related to previous study from Isnaini (2019). One of categories instruments of her study is Appreciate Other People’s Perspective.

Also, this finding is connected to study by Hamzah (2015). He stated that through critical thinking, students are supposed to be engaged and responsible citizens, thereby fostering independence and tolerance as well as supporting democracy.

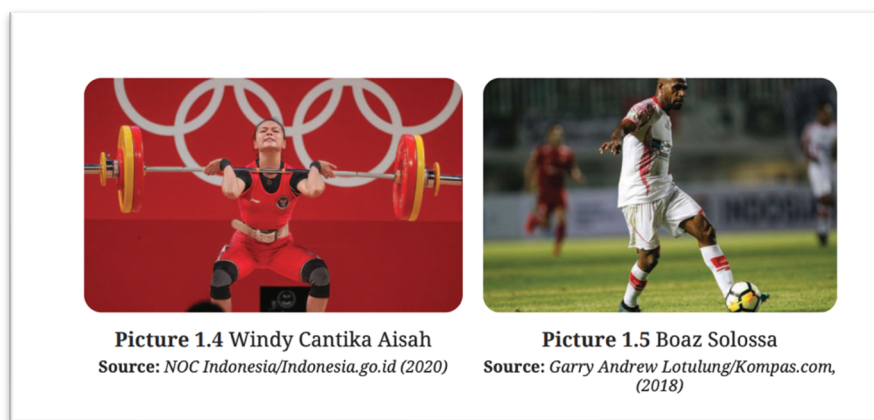
4.2.3 Prejudice Reduction

Then, the next of dimension of multicultural education has found in this textbook is prejudice reduction. The aim of prejudice reduction to develop positive toward different racial, ethnic, and cultural groups (Banks, 2004). He stated in his book, focusing on strategies and practices aimed at decreasing students' prejudiced attitudes and fostering more positive intergroup relations. With recognizing negative stereotype, misconception about different racial and ethnic groups. When this dimension is implemented within textbooks, means that a content that contains negative stereotype, it could change to be positive. For example, showing successful professionals from minority backgrounds or discussing the complex and varied experiences diverse backgrounds. Below are listed of the dimension prejudice reduction.



Picture 4.2.3. 1 Visual Form in Dimension of Prejudice Reduction

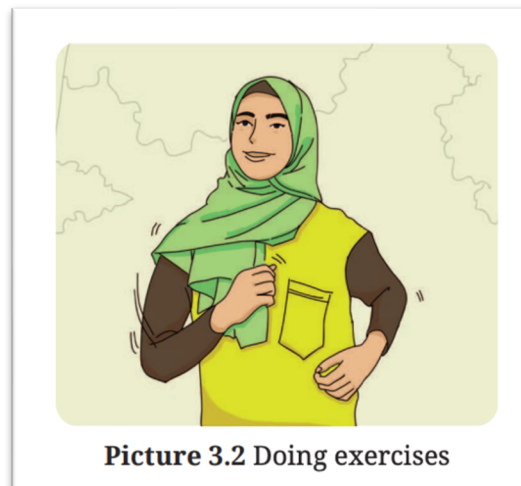
This visual captures an intense moment at the Paralympic Games, showcasing some athletes in the midst of a wheelchair racing competition. These athletes typically have inspiring backgrounds characterized by resilience and dedication. Many are either born with disabilities or face life-changing injuries or illnesses, leading them to adapt and overcome significant challenges. Their journey into sports often begins early as part of their rehabilitation. This visual challenges stereotypes and misconceptions about people with disabilities, showing them as strong and capable.



Picture 4.2.3. 3 Visual Form in Dimension of Prejudice Reduction

Also, two pictures in this visual can break down the stereotype. The first one is Windy Cantika Aisah, a weightlifter, and the second is Boaz Solossa, a football player. Both hailing from Indonesia. These athletes are depicted in moments of intense focus on their action. Windy, as a female weightlifter, challenges the stereotype that weightlifting is predominantly a male sport. Her presence and success in this field demonstrate that women can excel in strength-based sports traditionally dominated by men. Then, Boaz Solossa, As a male soccer player, he represents athletic prowess in a sport that is popular globally, highlighting the participation and success of men in soccer from diverse backgrounds. Aligned to purpose of prejudice reduction that recognizing these negative stereotypes could be changed to be appropriate and positive understanding of other cultures, this visual form is can be listed to prejudice reduction. This

representation has shown specific name. By mentioning a specific location and name, the representation of the cultural substance is demonstrated. One of the way that cultural content is represented is through specifically mention name (Yuen, 2011; Aawayed, 2015).



Picture 4.2.3. 4 Visual Form in Dimension of Prejudice Reduction

The woman depicted doing exercises is wearing a hijab, which implicitly shows the context of cultural and religious considerations around physical activity. She is dressed in modest sportswear that aligns with many Muslim women's preference or requirement to maintain modesty even while engaging in fitness activities which fit in empowering school culture. In the same coin, this also challenge stereotypes and preconceived notions about Muslim women. Often, there are stereotypes that Muslim women may not participate in sports or physical activities due to cultural or religious reasons. This image directly counters such stereotypes by showing an active, health-conscious Muslim woman. Also, by depicting a Muslim woman confidently engaging in exercise, the image promotes positive attitudes and respect toward Muslim women and their ability to participate in all aspects of society, including fitness and health. Therefore, this picture aligns with Prejudice Reduction.

4.2.4 Empowering School Culture

The last dimension has found in multicultural education is empowering school culture. It is creating an educational environment that supports and enhances the learning and development of students from different racial ethnic, language, and gender groups Banks (2004). This dimension is aim to ensure that all students, regardless of their cultural or ethnic backgrounds, have equal opportunities to succeed also to create an inclusive and equitable educational environment where all students feel valued and supported. According to his book there are some important variables to examined this dimensions. Including grouping and labelling practices, sport participation, acknowledgment of disproportionality in achievement, and interaction across ethnic and racial. When this dimension empowering school culture is implemented on textbook those variable can examined. For instance, a visual of Indonesian great athletes below.



Picture 4.2.4. 1 Visual Form in Dimension of Empowering School Culture

Greysia Polii is seen on the left side of the pictures. She rejoiced in her exceptional accomplishments. Her achievement of securing Indonesia's first Olympic Women's Doubles Gold. Greysia is exhibiting a smile filled with happiness while prominently showcasing her gold medal. She is adorned in a white and red sports jacket, symbolizing the Indonesian flag, and is clutching a bunch of flowers. Utilizing Greysia's achievements as a case study in the textbook to exemplify female athletes in a historically male-dominated domain fosters gender

parity and has the potential to inspire female students to actively pursue their aspirations. Being a doubles player, she also emphasizes the significance of cooperation and collaboration. She pointed out, "Failing is a matter of latter." The emphasis on the worth of effort and resilience is highlighted by our audacity to attempt and persevere. Contrarily, 'Leani Oktilla Ratri' is an Indonesian Paralympic athlete, confidently grasping a medal and a bouquet of flowers. She is wearing a red sports jacket with white stripes. She faced a significant life challenge in 2011 when she lost part of her leg in a traffic accident. Rather than letting this setback deter her, Leani transitioned to para-badminton. Her most notable achievements came at the Tokyo 2020 Paralympics, where she won two silver medals in Women's Singles SL4 and Women's Doubles SL3-SU5, along with a bronze in Mixed Doubles SL3-SU5. She can be a role model for girl students and demonstrating that women can excel in sports and other fields traditionally dominated by men. This can encourage female students to pursue their dreams. Her story of overcoming a life-changing accident to achieve greatness in para-badminton. It sends a message that people with disabilities are capable of great achievements and should be celebrated and respected. In addition, this image breaks down stereotypes and biases about people with disabilities, showing them as strong, successful, and capable individuals.

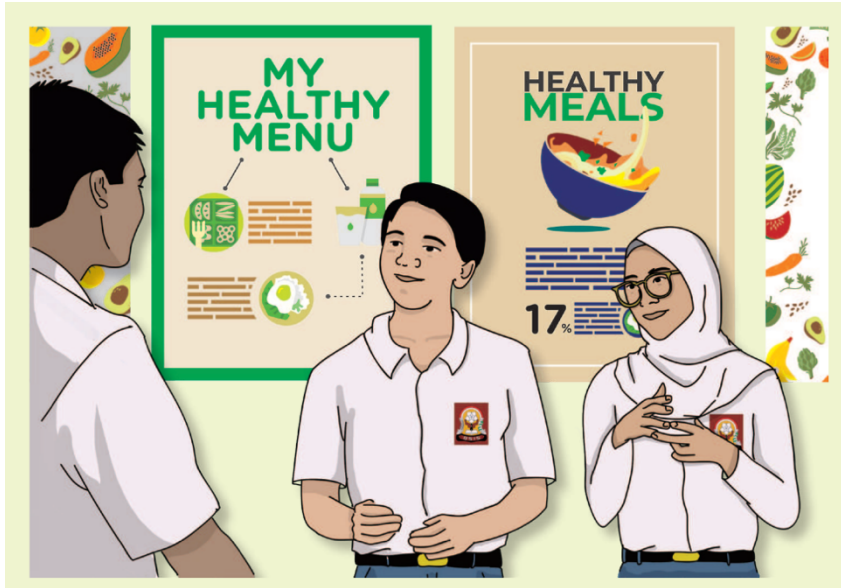
The researcher compared those visual forms in this interpretation. The two athletes that fit those descriptions come from different ethnic backgrounds. This demonstrates that the textbook resists disproportionality which aligned to one of the key in empowering school culture. Any ethnic can winning on their own dedication and hard work. Also, it is interesting because both are women which connected to Isnaini (2019) Appreciating Women Equal Rights. It also similar to previous study from Sangaji et. al (2021) where there is a 'respect for human dignity and universal human rights' component of categories that analysing multicultural values in textbook using Bennet (2010). This visual also demonstrates a high sense of nationalism by

showing people who have struggled and won on the international stage. They also made a 'name' for themselves and represent proudly as Indonesian.



Picture 4.2.4. 2 Visual Form in Dimension of Empowering School Culture

This visual also one of listed on empowering school culture. Moreover, two variables are depicted in this visual. The first one is the interaction across ethnic and racial. It appears that the two individuals have different skin colour that can be assumed they come from different backgrounds and heritages. The mark question indicated they have interacted to each other. Variable that also depicted in this visual is participation in sport where they are on bicycle. The cyclist on the left is wearing a bright green cycling jacket, gloves, and a matching helmet and on the right, he dressing in a light brown t-shirt, brown shorts, and a black helmet, leans casually on his green bicycle. All of these points indicate that this visual is one of the listed for empowering school culture.



Picture 4.2.4. 3 Visual Form in Dimension of Empowering School Culture

In this visual shows that there are three young people engaged in a discussion, suggesting that they have conversation about healthy eating. Those three people are wearing Indonesian high school uniform indicated from white shirt with OSIS logo's and grey trousers or skirt. On the left, the first individual is a young man seen from the side. His presence adds a sense of diversity to the group, seen from different colour. The second individual, centrally positioned, is a young man with a welcoming smile. On the right, a young woman wearing a hijab and glasses. Her attire signifies her cultural and possibly religious identity, which she proudly embraces while participating in this communal activity. Those justification that they are engage in interaction across ethnic and racial which can see from varied of skin tones, hair types, and religious identity can be classified as empowering school culture. Exposing multicultural images in language textbooks may serve as "a starting point for multicultural dialogue" (Setyono & Widodo, 2019).

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The aim of this research is to investigate the dimensions of multicultural education as presented in the textbook by Banks (2004). The object of this research is the tenth grade “Buku Bahasa Inggris ‘Work in Progress’ SMA/SMK/MA Kelas X,” published by the Indonesian Ministry of Education and Culture. The analysis, as presented in Chapter 4, has provided the necessary evidence. The evidence provides an answer to the question of multicultural education as it manifests in ELT textbooks endorsed by the Indonesian government. Both visual and textual representations embody multicultural education. The researcher discovered a connection between the textbook's multicultural education dimension and its components. dimension of content integration, where the diversity of cultural things are infused into one content. Proven by the findings of multiple athletes' names with their own backgrounds, several foods that come from different regions, and physical features on a task. The next is dimension of knowledge construction also presented in one subject discussing about ‘Graffiti’. The dimension of prejudice reduction also shown in textbook such as paralympic athlete to respecting the other personal capability and reduce the negative stereotype of women. The last finding of empowering school culture is display throughout participation in sport, and interaction across racial. The dimension that has not found in this study is equity pedagogy by reason it involves the involvement of the teacher and their selection of tactics, strategies, and approaches. The researcher commonly found that there are 23 representations in dimensions of multicultural education throughout the visual form in the textbook and 15 representations in dimensions of multicultural education throughout the textual form in the textbook.

5.2 Recommendation

The textbook proposes an interest discovery that complements the previous book. For instance, the content contains a lot of nationalism, which is great for building a sense of high nationalism in students. However, the textbook solely focuses on Islam, and it lacks numerous instances of multicultural values that align with religious diversity. Finding out how the book represents multicultural ideals is crucial. Therefore, by demonstrating the research related to the multicultural values in the ELT textbook endorsed by the Indonesian government for the other level of education, the following research is required to discover the presentation of multicultural values through the visual and textual form. Furthermore, the framework for multicultural education provided by banks in this study can be applied to more practical or observational tasks in the future.

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APPENDIX

Content Analysis

Title of Book/Video	: Bahasa Inggris ‘Work in Progress’ untuk SMA/MA/SMK Kelas X
Length of Pages/Times	: 182 Pages
Retrieval Source	: <u>https://buku.kemdikbud.go.id</u>
Publisher/Producer	: Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemendikbud Ristek

Conceptual definition of Multicultural Education

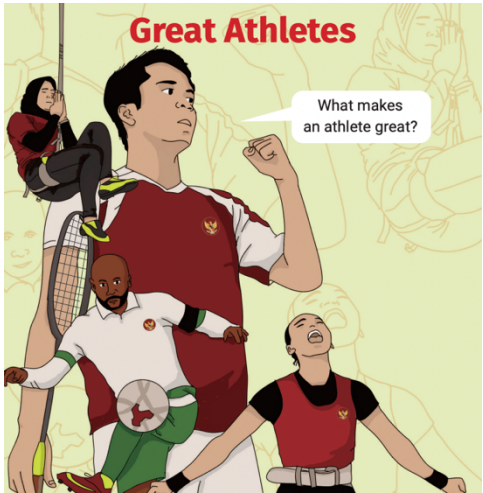
Multicultural Education that was conceptualized by James Bank (2004) has 5 aspects. The first one is Content Integration which infuses a variety of contents and examples of different cultures into the book. Then, Knowledge Construction or Design that cultural assumptions, biases, generalization, and view could interpret differently. Prejudice Reduction is developing appreciation and understanding of other cultures by recognizing negative stereotypes. About Equity Pedagogy is a reflecting teaching practice using various instructional strategies in ways that facilitate academic achievement for all students, regardless of the background. The last is Empowerment in School Culture which could create an environment in school that empowers people from different racial, ethnic, language, and gender groups.

Coding:

1. CI : Content Integration
2. KC : Knowledge Construction
3. PR : Prejudice Reduction
4. EP : Equity Pedagogy
5. ESC : Empowering in School Culture

Data Collection of Textbooks Analysis

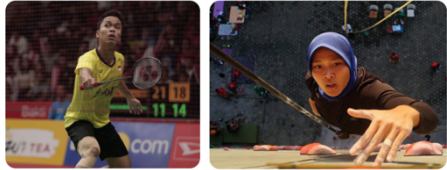
Table 3. Data Collection for Textbooks Analysis with Visual


Unit	Topic	Sample of Visual	Description	Page	Coding
Chapter 1	Great Athletes		<p>The central male figure, with his determined expression and raised fist, stands as a powerful symbol of strength and leadership. This male figure is a former Indonesian Badminton player. Then beside him, the female athlete above him, dressed in an athletic hijab. Her contemplative pose and closed eyes imply mental preparation. Her presence on empowerment of</p>	<p>Page 3, a title of chapter 1 in visual form.</p>	<p>PR-01 ESC-01 The central male figure stands as an effective representation of strength and leadership; this former</p>

			<p>Muslim women in sports, challenging stereotypes and breaking barriers of traditional gender roles. The other male athlete engaged in football, could be seen as a representation of certain heritage. Then, the female athlete to the lower right, clad in a short sleeve, looks upward, perhaps visualizing her throw trajectory or celebrating the success of her competition.</p> <p>There is a logo of 'Garuda Indonesia'</p>		<p>Indonesian Badminton player stands in his determined expression with raised fist as a powerful symbol.</p> <p>Adjacent to him stands a female athlete wearing an athletic hijab who contemplates before</p>
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			<p>This image shows four people who come from different backgrounds. Such as skin colour, gender, and perhaps even cultural attire. Also, it could break stereotypes. Each athlete is shown in a specific role that may challenge traditional stereotypes. For instance, having a female athlete in a competitive sport breaks the stereotype that such sports are male-dominated. Accordingly, the most fit for this image is Prejudice Reduction. Moreover, Featuring female athletes in the same context as male athletes promotes the idea</p>	<p>beginning her competition; her contemplative pose and closed eyes suggest mental preparation; this presence speaks of Muslim women breaking barriers with traditional gender roles, challenging</p>
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			<p>that both genders are equally capable of achieving greatness in sports. Also, this visual is aligned to empowering school culture.</p> <p>Things that need to be examined in empowering school culture is participation in sport.</p>		<p>stereotypes while breaking them.</p> <p>Furthermore, another male figure engaged in football may represent certain heritage while her counterpart may represent certain background while her counterpart to</p>
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					the lower right wearing short sleeves may be visualizing her throw trajectory or celebrating success of her competition.
Chapter 1	Great Athletes	<p>Look at the pictures below to you know them.</p>  <p>Picture 1.2 Anthony Sinisuka Ginting Source: fauziananta/wikimedia commons/ CC-BY-4.0 (2018)</p> <p>Picture 1.3 Aries Susanti Rahayu Source: fpt/fpt.or.id (2018)</p>	The image features two prominent Indonesian athletes, Anthony Sinisuka Ginting and Aries Susanti Rahayu, each excelling in their respective sports of badminton and climbing.	Page 5, a visual form.	ESC-02 PR-02

			<p>The juxtaposition of these two athletes from different sports highlights the diversity of talent in Indonesia. Their achievements in badminton and climbing demonstrate the country's strength across a range of athletic disciplines.</p>		
Chapter 1	Great Athletes	 <p>Picture 1.4 Windy Cantika Aisah Source: NOC Indonesia/Indonesia.go.id (2020)</p> <p>Picture 1.5 Boaz Solossa Source: Garry Andrew Lotulung/Kompas.com, (2018)</p>	<p>There are two pictures here. The first one is Windy Cantika Aisah, a weightlifter, and the second is Boaz Solossa, a football player. Both hailing from Indonesia. These athletes are depicted in moments of intense focus and action. On the left, Windy Cantika Aisah, in the</p>	Page 6, a visual form.	PR-03 ESC-03

			<p>midst of a lift, depicted against a red background adorned with the Olympic rings, signifying the grandeur of the international sports stage. Her form is perfectly captured at the apex of her lift, embodying the peak of her sport. Her role as a woman in sports and her achievements on the international stage, showcasing gender equality and the encouragement of female participation in athletics. She challenges the stereotype that weightlifting is predominantly a male sport. Her presence and</p>		
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			<p>success in this field demonstrate that women can excel in strength-based sports traditionally dominated by men. The right side of the diptych features Boaz Solossa, a soccer player, he is known as one of the best strikers in Indonesia. Capture in his motion, his focused expression and the flexion of his muscles suggest both the immediate action and the broader athleticism that soccer demands. His journey from a small village in Papua to becoming an internationally recognized footballer demonstrates that</p>		
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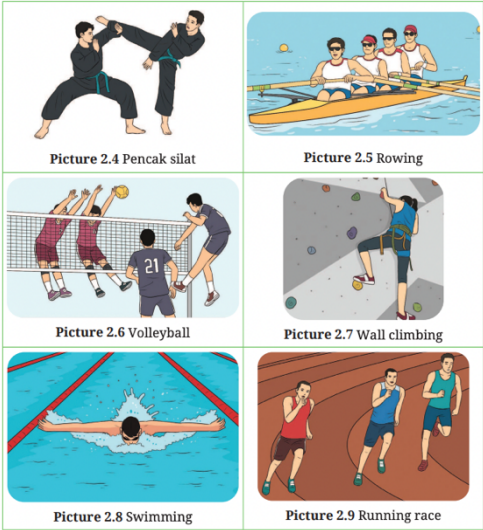
			<p>excellence can come from any region. He represents athletic prowess in a sport that is popular globally, highlighting the participation and success of men in soccer from diverse backgrounds.</p> <p>These stereotypes could be changed to be appropriate and understanding other cultures to be positive. Therefore this image aligns with prejudice reduction.</p>		
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<p>Chapter 2</p>	<p>Sports Event</p>		<p>It integrates five athletes within the five interlocking Olympic rings, each ring encompassing a different sport and athlete:</p> <ul style="list-style-type: none"> • Starting from the left, a female volleyball player stretched arm and fingers barely touching the ball encapsulates precision and agility with the blue ring. The inclusion of a female athlete highlights the emphasis on gender equality in sports. • Then, the black ring. The swimmer's form, with 	<p>Page 29, a title of chapter 2 in visual form.</p>	<p>CI-01 ESC-04</p>
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			<p>water splashing around, evokes speed and endurance. He dons a cap and goggles, a universal attire for the sport, yet the art style leaves room for the viewer to imagine athletes from all corners of the globe behind the goggles.</p> <ul style="list-style-type: none">• The right side with red ring, an archer's steady stance and drawn bow illustrate concentration and precision. Archery has historical roots in many cultures, symbolizing the	
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			<p>connection between past traditions and modern sports.</p> <ul style="list-style-type: none">• The yellow ring shows a male boxer, where boxing is not only a sport but also a narrative of struggle and triumph. It illustrates the power of a boxer is fist clenched in determination.• The last green ring is the runner is poised for the start, his muscles coiled with potential energy. <p>Track events, with their simple yet profound</p>		
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			<p>challenge of being the fastest, are relatable across cultures. It represents the freedom of movement to the thrill of competition, embodying speed and anticipation.</p> <p>This picture depicts athletes from different sports, symbolizing the integration of diverse elements into a cohesive whole. Therefore this visual directly aligns with the concept of empowering school culture. The Olympic rings are a global symbol of unity in diversity,</p>		
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			<p>representing the coming together of athletes from all over the world.</p> <p>This is analogous to how content integration brings together diverse cultural perspectives.</p>		
<p>Chapter 2</p>	<p>Sports Event</p>	 <p>The collage consists of six panels arranged in a 3x2 grid:</p> <ul style="list-style-type: none"> Top-left: Pencak silat (two practitioners in black uniforms). Top-right: Rowing (three people in a boat on water). Middle-left: Volleyball (players jumping for a ball). Middle-right: Wall climbing (a person climbing a rock wall). Bottom-left: Swimming (a person swimming in a pool). Bottom-right: Running race (three people running on a track). 	<p>The image is a collage consisting of six separate panels, each depicting a different athletic activity. Here is the detail:</p> <ul style="list-style-type: none"> The up right side illustrates two practitioners of Pencak Silat, from Southeast Asia, particularly Indonesia, Malaysia, and Brunei. <p>Including Pencak Silat in this picture highlights the</p>	<p>Page 38. A visual form.</p>	<p>CI-02 ESC-05</p>


			<p>rich cultural heritage of these regions.</p> <ul style="list-style-type: none">• The up left side, there is a team of four rowers in a narrow, streamlined boat, known as rowing, moving through water. They are in sync, suggesting teamwork and unity, which are essential in the sport of rowing.• The right middle, there is a volleyball match with four players visible.• The left middle, depicts a climber scaling an artificial		
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			<p>rock wall. Her focused gaze is towards the next hold, illustrating the strategic planning involved in the climb.</p> <ul style="list-style-type: none">• Side of the right down , a swimmer is shown mid-stroke in a pool, executing what appears to be the butterfly stroke. It captures the intense exertion and athleticism associated with competitive swimming.• The left down side, it portrays three athletes in a running race. They display	
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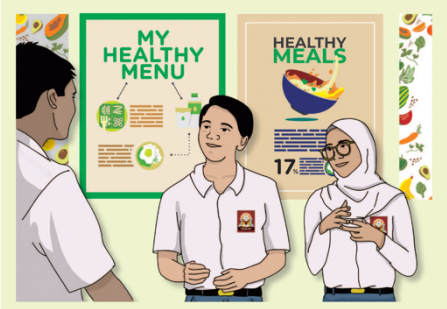
			<p>determination like their eyes fixed on the path ahead.</p> <p>This picture display of different sports illustrated in separate panels (Pencak Silat, rowing, volleyball, wall climbing, swimming, and running) provides a clear and straightforward representation of diversity within a unified framework. This visual representation aligns with the empowering school culture's goal of participation in sport.</p>		
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<p>Chapter 3</p>	<p>Sports and Health</p>		<p>The person on the left is presented in profile view, certain heritage indicated by their facial features. He wears a vibrant green, long-sleeved cycling jacket, which is practical, and maintains the sense of thoughtful coordination and safety awareness.</p> <p>The person on the right is depicted with slightly lighter skin. He wears a casual, earth-toned, short-sleeved t-shirt and khaki shorts, clothing that implies a relaxed approach to the cycling activity. The two cyclists appear to represent different racial or ethnic</p>	<p>Page 53, a title of chapter 3 in visual form.</p>	<p>CI-03 ESC-06</p>
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			<p>backgrounds, a key indicator of diversity and implicated empowering school culture. It also allows for the expression of cultural diversity in how it's practiced and valued.</p> <p>The image itself is fit in empowering school culture where they interact the importance of physical health across different cultures and how each culture might approach cycling and outdoor activities.</p>		
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<p>Chapter 3</p>	<p>Sports and Health</p>	 <p>Picture 3.2 Doing exercises</p>	<p>The woman depicted doing exercises is wearing a hijab, which implicitly shows the context of cultural and religious considerations around physical activity. She is dressed in modest sportswear that aligns with many Muslim women’s preference or requirement to maintain modesty even while engaging in fitness activities which fit in empowering school culture.</p> <p>In the same coin, this also challenge stereotypes and preconceived notions about</p>	<p>Page 55, a visual form</p>	<p>PR-04 ESC-07</p>
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			<p>Muslim women. Often, there are stereotypes that Muslim women may not participate in sports or physical activities due to cultural or religious reasons. This image directly counters such stereotypes by showing an active, health-conscious Muslim woman. Also, by depicting a Muslim woman confidently engaging in exercise, the image promotes positive attitudes and respect toward Muslim women and their ability to participate in all aspects of society, including fitness and health.</p>		
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			Therefore, this picture aligns with Prejudice Reduction.		
Chapter 4	Healthy Foods		<p>This image presents a narrative on the importance of dietary awareness and health education within a diverse student environment. Their uniforms, adorned with a badge, suggest that they might be attending a school that values uniformity while respecting individual cultural expressions, such as the wearing of a hijab. The mixed-gender, multicultural group signifies a collective approach to learning about health, emphasizing that</p>	Page 100, a visual form.	ESC-08 CI-04

			<p>good nutrition is a universal concern across cultural and gender lines.</p> <p>Three students are engaged in a discussion about healthy eating.</p> <p>The presence of diverse students—a young woman wearing a hijab and a young man—pointing the interaction across culture where students from various backgrounds feel represented, valued, also ensuring that all students have the opportunity to share their perspectives and learn from one another, fostering respect for</p>		
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			<p>diversity. This is aligned with empowering school culture where all students feel they belong and are encouraged to participate fully in school activities. Also, content integration is included in this image.</p>		
<p>Chapter 4</p>	<p>Healthy Foods</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  <p>Picture 4.1 Aceh Noodles Source: Yasmina Ilaryono/Wikimedia commons/CC-BY-SA 2.0 (2010)</p> </div> <div style="text-align: center; margin: 5px;">  <p>Picture 4.2 Crispy Deep-fried Prawns UlaKak Source: SpartackCompatriot/Wikimedia commons/CC-BY-SA 3.0 (2013)</p> </div> <div style="text-align: center; margin: 5px;">  <p>Picture 4.3 Es Pisang Ijo Source: Andreanrama/Wikimedia commons/CC-BY-SA (2020)</p> </div> <div style="text-align: center; margin: 5px;">  <p>Picture 4.4 Cendol Source: Gunawan Kartapranata/Wikimedia commons/CC-BY-SA4.0 (2018)</p> </div> </div>	<p>Four images present a rich tapestry of Indonesian cuisine. There are Mie Aceh, Bakwan, Es Pisang Ijo, and Es Cendol. Those culinary styles range from savory and hearty noodles to sweet and refreshing desserts and beverages. This image offers a glimpse into the culinary diversity and traditions</p>	<p>Page 81, a visual form.</p>	<p>CI-05</p>

			<p>of Indonesia. Each dish represents unique ingredients, cooking methods, and cultural significance. Thus, this image is aligned with content integration.</p>		
<p>Chapter 5</p>	<p>Graffiti</p>		<p>This image depicts graffiti that is a global phenomenon that serves as a language of the streets, cutting across cultures and countries. The act of creating graffiti is often mired in legal controversy. This can be a point of departure for discussions on the ethics of graffiti: is it vandalism or art? This debate can be framed within the larger context of who gets to define</p>	<p>Page 103, a title of chapter 4 in visual form.</p>	<p>KC-01</p>

			<p>art and who is granted the space to create it.</p> <p>This understanding helps students appreciate the depth and significance behind graffiti, viewing it as a legitimate and important cultural practice. Also, this image could encourage students to think critically about graffiti, which is often seen both as art and as vandalism is aligned with knowledge construction.</p>		
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<p>Chapter 1</p>	<p>Great Athletes</p>	 <p>Picture 1.10 Leani Oktila Ratri, one of the paralympic heroes. Source: Getty Image/olympics.com (2021)</p>  <p>Picture 1.9 Greysia Polii, one of the Indonesian great athlete.</p>	<p>The image features Greysia Polii, an Indonesian badminton athlete celebrated for her remarkable achievements. The left side of the image highlights her accomplishment of winning Indonesia's first Olympic Women's Doubles Gold. Greysia is smiling and proudly displaying her gold medal, wearing a white and red athletic jacket (which represents an Indonesian flag), and holding a bouquet of flowers. Her journey to winning Indonesia's first Olympic Women's Doubles Gold is a</p>	<p>Page 27, a visual form. Page 23, a description of a person.</p>	<p>ESC-09 PR-05</p>
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			<p>testament to perseverance and hard work.</p> <p>Using Greysia's success story as an example of female athletes in a traditionally male-dominated field promotes gender equality and can empower female students to pursue their goals. As a doubles player, she also underscores the importance of teamwork and collaboration. Based on all of these justifications, this image could stimulate students to participate in sports. Therefore, the dimension of</p>		
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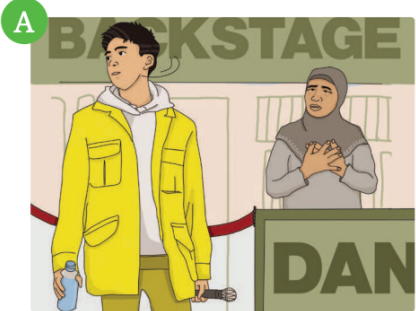
			<p>empowering school culture is aligned to this image.</p> <p>At the same data, the image features Leani Oktila Ratri, an Indonesian Paralympic athlete, proudly holding a silver medal and a bouquet of flowers. She is wearing a red sports jacket with white stripes. She faced a significant life challenge in 2011 when she lost part of her leg in a traffic accident. Rather than letting this setback deter her, Leani transitioned to para-badminton. Her most notable achievements</p>		
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			<p>came at the Tokyo 2020 Paralympics, where she won two silver medals in Women's Singles SL4 and Women's Doubles SL3-SU5, along with a bronze in Mixed Doubles SL3-SU5.</p> <p>As a successful female athlete, Leani serves as an empowering role model for girls, demonstrating that women can excel in sports and other fields traditionally dominated by men. This can encourage female students to pursue their dreams.</p> <p>Leani's story of overcoming a life-changing accident to achieve</p>		
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			<p>greatness in para-badminton. It sends a message that people with disabilities are capable of great achievements and should be celebrated and respected. In addition this image breaks down stereotypes and biases about people with disabilities, showing them as strong, successful, and capable individuals. Therefore, it is aligned with prejudice reduction and empowering school culture.</p>		
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<p>Chapter 3</p>	<p>Sports and Health</p>	 <p>Picture 2.17 Paralympic games Source: Lintao Zhang, Getty Images (2020)</p>	<p>The image captures an intense moment at the Paralympic Games, showcasing some athletes in the midst of a wheelchair racing competition. They typically have inspiring backgrounds characterized by resilience and dedication. Many are either born with disabilities or face life-changing injuries or illnesses, leading them to adapt and overcome significant challenges. Their journey into sports often begins early as part of their rehabilitation.</p>	<p>Page 51, a visual form.</p>	<p>PR-06 ESC-10</p>
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			<p>This image is aligned with prejudice reduction and empowering school culture. Based on empowering school culture where variable participation of sport can create a school culture that empowers diverse racial, ethnic, and gender groups. Besides, this image is also aligned with prejudice reduction which challenges stereotypes and misconceptions about people with disabilities, showing them as strong and capable.</p>		
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<p>Chapter 6</p>	<p>Fractured Stories</p>	 <p>Picture 6.2 Malin Kundang (A)</p>	<p>In traditional Indonesian folklore, Malin Kundang is a young man who leaves his impoverished mother to seek fortune and returns wealthy but arrogant, refusing to acknowledge his mother. She curses him, and he turns into stone.</p> <p>This visual is one of the images that was captured on the page. The activity is listening to recording about Malin Kundang</p>	<p>Page 132, a visual form.</p>	<p>CI-06</p>
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Data Collection of Textbooks Analysis

Table 4. Data Collection for Textbooks Analysis with Text.

Unit	Topic	Sample of Non-Visual	Description	Page	Coding												
Chapter 1	Great Athletes	<p>Move around the class and ask questions to find <i>someone who ...</i>. Your teacher will give you an example. Write the names on each box. Ask as well the reasons using questions words 'why/how'.</p> <p>You can use the following to start off your conversation while going around the room.</p> <p><i>Hi/Hello!</i></p> <p><i>Who is your favorite Indonesian athlete?</i> <i>Why do you like him/her?</i></p> <p><i>Thank you</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Find someone who is a fan of ...</th> </tr> </thead> <tbody> <tr> <td>... Mohamed Salah</td> <td>... Greysia Polii</td> <td>... Valentino Rossi</td> </tr> <tr> <td>... Lalu Muhammad Zohri</td> <td>... Lionel Messi</td> <td>... LeBron James</td> </tr> <tr> <td>... Jonathan Christie</td> <td>... Muhammad Ali</td> <td>... Michael Jordan</td> </tr> </tbody> </table>	Find someone who is a fan of Mohamed Salah	... Greysia Polii	... Valentino Rossi	... Lalu Muhammad Zohri	... Lionel Messi	... LeBron James	... Jonathan Christie	... Muhammad Ali	... Michael Jordan	<p>Those tables that contain the names of notable figures are presumably athletes that are widely recognized in the sports world. The variety of names suggests a wide representation from different sports and countries. Greysia Polii, Muhammad Zohri, and Jonathan Christie for instance. Coming from Indonesia, however, each of them represents a different ethnic. Jonathan Christie descent Chinese-Indonesian, Muhammad Zohri from East</p>	Page 14, an activity task.	ESC-11 CI-07
Find someone who is a fan of ...																	
... Mohamed Salah	... Greysia Polii	... Valentino Rossi															
... Lalu Muhammad Zohri	... Lionel Messi	... LeBron James															
... Jonathan Christie	... Muhammad Ali	... Michael Jordan															

			<p>Indonesia, and Greysia Polii from West Indonesia. Then Muhammad Ali, Michael Jordan, and LeBron James. They all are African-American athletes that impact many aspects.</p> <p>Based on the activity that encourages students to interact with one another, find common interests, and build connections based on their admiration for various sports figures. This type of activity is one of the empowering school culture where all students feel valued and included, contributing to a positive school culture. Also, on the text that includes figures such as Mohamed Salah, Lionel Messi,</p>		
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			Greysia Polii, and others, the activity exposes students to a range of cultural icons and their contributions to sports, thereby broadening their understanding of global diversity.		
Chapter 1	Great Athletes	<p> Let's Practice</p> <p>Think about the athlete you choose from the previous task or other athletes if you want. Take notes on their <i>physical features, hairstyles, height, skin tones, personalities and other info</i> such as where he/she is from. Take notes also on how he/she inspired you.</p>	<p>This is an instructional text. There are some components which have to break it down one by one:</p> <p>The first one is “<i>Think about the athlete you choose from the previous task or other athletes if you want</i>”. So, in this text, the exercise invites students to consider athletes from possibly diverse backgrounds. By prompting them to think about an athlete's place of origin, it inherently</p>	Page 16, an activity task.	CI-08

			<p>encourages exploration into different cultures, societies, and the unique influences that shape individuals from various ethnic and cultural backgrounds.</p> <p>Then, “<i>Take notes on their physical features (such as hairstyles, height, skin tones),</i>”. By asking students to note physical features such as hairstyles and skin tones, the exercise could be seen as promoting awareness and appreciation of physical diversity.</p> <p>This can lead to discussions on race, ethnicity, and identity, challenging students to reflect on societal attitudes.</p>		
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			<p>The next is “<i>personalities and other information such as where he/she is from</i>”. In this part, students are prompted to explore the personalities of their chosen athletes, which may include attitudes, values, and behaviors influenced by the athlete's cultural background. This aspect of the task encourages students to look beyond their own experiences and to develop an understanding of how different cultural contexts can shape individual worldviews and social interactions.</p> <p>The last text in this table is “<i>Take notes also on how he/she has inspired you</i>”. This could stimulate positive</p>		
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			<p>impact that athlete's from various cultures have on others, it fosters an appreciation for the richness that diversity brings to social and personal development.</p> <p>This text mentions <i>physical features (such as hairstyles, height, skin tones)</i> could lead discussions on race, ethnicity, and identity, challenging students to reflect on societal attitudes towards these characteristics.</p>		
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<p>Chapter 5</p>	<p>Graffiti</p>	<p>Graffiti as a youth culture began in Europe.</p> <hr/> <p>Graffiti is more popular in Europe than in Asia.</p> <hr/>	<p>There are two statements in this text which allude to culture. The activity is listening true, false, or not given. The first sentence "Graffiti as a youth culture began in Europe" is false. Because graffiti began in America. Then the other sentence "Graffiti is more popular in Europe than in Asia" is not given.</p> <p>Those sentences could invite students to delve into the historical and cultural roots of graffiti. Perspective about Graffiti's from a subversive urban art form and a recognized cultural practice involves multiple social and cultural</p>	<p>Page 108, some statements of a task.</p>	<p>KC-02</p>
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			influences. This aligns with knowledge construction, which involves examining the origins and contexts that shape understanding of cultural phenomena.		
Chapter 4	Healthy Foods	Q: From activity "this or that" in task 4, which food that your classmates choose more, local food or international food? Why?	This question form has mentioned food, whether local or international cuisine. In this activity, discussing food can serve as an accessible entry point for broader conversations about culture, identity, and globalization. Food is a central aspect of cultural expression and can reflect the historical and geographical specifics of a region, as well as the impacts of cultural exchange. By choosing	Page 92, one of questions of a task.	CI-09

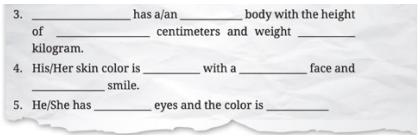
			<p>between "local food" and "international food," students might reflect on their personal experiences with and attitudes towards cultural diversity. With comparing local and international foods, encouraging students to consider a variety of cultural perspectives related to food. Also, increasing their awareness and appreciation of different culinary traditions. This aligns with content integration, which involves including multiple cultural viewpoints in the learning process.</p>		
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Chapter 4	Healthy Foods	<p>4. One last thing, don't eat too much spicy foods like that cireng with hot sauce.</p>	<p>The activity is listening and matching the statements with the parts of the text. So, this is one part of the text. This part pointed out about 'cireng'. Cireng is a popular street food in Indonesia made from tapioca flour and typically served with spicy sauce. The advisory against consuming "too much spicy food" may reflect health concerns.</p> <p>The statement references a specific type of food, "cireng with hot sauce," which is culturally significant. The teacher acknowledges and integrates elements from students' cultural</p>	Page 84, one of the statements of a task.	CI-10
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			<p>backgrounds into the conversation.</p> <p>This aligns with content integration, which involves incorporating certain cultural content into the curriculum.</p>														
Chapter 1	Great Athletes	<p>Think and Plan</p> <p>You are going to write a description of your favorite athlete that you have chosen in the previous tasks. Fill in the table with information about the athlete to help you write a description of him/her later. An example has been provided. You can add more columns if you think it is necessary.</p> <table border="1"> <tr> <td>Name</td> <td>LeBron James Nicknamed "King James"</td> </tr> <tr> <td>Date of Birth</td> <td>December 30, 1984</td> </tr> <tr> <td>Personality/Virtues/values</td> <td>Confident, determined</td> </tr> <tr> <td>Name of sport</td> <td>Basketball</td> </tr> <tr> <td>Height/Weight/Hair/Skin tone</td> <td>193 cm/He is tall 113 kg/curly/dark-skinned</td> </tr> <tr> <td>Achievements</td> <td>- NBA Most Valuable Player Award - NBA All-Defensive Team - Best NBA player ESPY Award</td> </tr> </table>	Name	LeBron James Nicknamed "King James"	Date of Birth	December 30, 1984	Personality/Virtues/values	Confident, determined	Name of sport	Basketball	Height/Weight/Hair/Skin tone	193 cm/He is tall 113 kg/curly/dark-skinned	Achievements	- NBA Most Valuable Player Award - NBA All-Defensive Team - Best NBA player ESPY Award	<p>This activity is actually let the students choose their favorite athlete, then make the table like the example.</p> <p>From that, this is an example of how to do the task. A table summarizing key information about LeBron James, a well-known professional basketball player. The table is structured into rows that categorize different aspects of his identity and achievements, including his name, date of birth, personality traits, sport, physical</p>	Page 17, a description task	CI-11 ESC-12
Name	LeBron James Nicknamed "King James"																
Date of Birth	December 30, 1984																
Personality/Virtues/values	Confident, determined																
Name of sport	Basketball																
Height/Weight/Hair/Skin tone	193 cm/He is tall 113 kg/curly/dark-skinned																
Achievements	- NBA Most Valuable Player Award - NBA All-Defensive Team - Best NBA player ESPY Award																

			<p>attributes, and professional accomplishments. This notes LeBron's personality traits as confident and determined, qualities that are universally admired and can inspire students from diverse backgrounds.</p> <p>His virtues alongside his cultural identifiers (like his being dark-skinned and his sports role) can lead to enriched discussions about how cultural contexts and personal identity intersect and influence each other.</p> <p>LeBron's physical attributes and his representation in the media provides an opportunity to delve into discussions</p>		
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			<p>about stereotypes, body image, and racial identity in sports.</p> <p>The activity encourages students to choose an athlete and fill in information about them, which can include athletes from diverse backgrounds and cultures, could connect educational content to students' personal interests and cultural identities. Also can lead to discussions about the cultural and social significance of sports figures, the diverse paths to success, and how different cultures value.</p>		
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<p>Chapter 1</p>	<p>Great Athletes</p>	 <p>3. _____ has a/an _____ body with the height of _____ centimeters and weight _____ kilogram.</p> <p>4. His/Her skin color is _____ with a _____ face and _____ smile.</p> <p>5. He/She has _____ eyes and the color is _____</p>	<p>This is a fill-in-the-blank form that appears to be part of a character description worksheet. Specifically, the form asks for details about the individual's body type, height, weight, skin color, facial features, eyes, and eye color could be a tool in discussions about race that towards identity and representation. It provides an opportunity to explore how different cultures view beauty, health, and identity. It can be used as a springboard to discuss how media and societal norms influence our perceptions of these traits. Moreover, the student can understand and respect</p>	<p>Page 9, an activity task.</p>	<p>CI-12</p>
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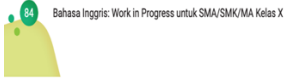
			<p>the diversity of human appearances and characteristics in their own classrooms and communities.</p> <p>This fill in the blank worksheet can encourage students to think about and describe physical characteristics. If the activity involves describing people from various backgrounds, it helps integrate diverse cultural perspectives.</p> <p>This encourages students to recognize and appreciate the variety of human appearances and attributes across different cultures.</p>		
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<p>Chapter 1</p>	<p>Great Athletes</p>	<p>Step 1 Research and write profiles of Paralympic games heroes and heroines who have had to overcome obstacles in their lives to achieve sporting success. You may want to use the following questions to guide your research and writing process?</p> <ol style="list-style-type: none"> 1. What sports do they play? 2. What limitations or physical impairments do they have? 3. What had caused the impairments? 4. What obstacles do they need to overcome? 5. What achievement have they gotten so far? 6. How does their story affect you personally? 7. How can their story inspire society to change? <p>Step 2 Present your writing in the form of a short video. You may use youtube shorts, tik tok, or Instagram reels to publish your work.</p>	<p>The text is an activity about Paralympic games heroes and heroines who have overcome significant obstacles to achieve sporting success.</p> <p>The instructions are designed to guide students through a comprehensive and reflective process, resulting in the creation of a short video to share their findings. This activity emphasizes the importance of understanding and communicating the challenges and achievements of Paralympic athletes, as well as the broader societal impact of their stories.</p>	<p>Page 28, an activity task.</p>	<p>KC-03</p>
<p>Chapter 2</p>	<p>Sport Events</p>	<p>5. "While the match was exciting nonetheless, I kept on chewing the hotdog I bought earlier. <i>It</i> was a bit chewy, but it was smooth and tasted really good." What does the word 'it' refer to?</p>	<p>The mention of a hotdog is significant as it represents a specific cultural food</p>	<p>Page 33, one of an</p>	<p>CI-13</p>

			<p>item, commonly associated with American culture. Hotdogs are often consumed at sports events like baseball or football games in the United States. This situational context can imply a Western cultural setting where eating hotdogs at sporting events is a tradition.</p>	<p>activity task.</p>	
<p>Chapter 4</p>	<p>Healthy Foods</p>	<p>Q: State four nutritious local foods that you can eat on a daily basis. A: _____ _____</p>	<p>This text is a simple question and answer prompt aimed at eliciting information about local foods that are nutritious and can be consumed daily. The answer is depends on their background.</p>	<p>Page 93, one of the questions of a task.</p>	<p>CI-14</p>

			<p>It may seem a simple activity, however, the answer depends on the student's background which inherently brings in the cultural context of different regions. It ensures that the content is relevant to their daily lives and experiences. Therefore, this text aligned with dimension content integration</p>		
Chapter 5	Graffiti	<p>Some Indonesians, especially the elderly, still see graffiti as vandalism but the younger generation is slowly warming up to the idea of having art on the roadside. Indonesian netizens have lately rallied against removal of graffiti and arrest of artists. So much so even the police tried to win public support by holding a graffiti competition and reversing the arrests earlier this year. Indonesia is finally seeing graffiti as a rising contemporary art and Fivust is at the forefront.</p> <p><small>Source: https://asianews.network/gritty-graffiti-in-indonesia-2/</small></p>	<p>This text is news about evolving perceptions of graffiti in Indonesia, where older generations typically view it as vandalism, while the younger generation increasingly embraces it as a form of roadside art.</p>	Page 127, a text form.	KC-04

			<p>Graffiti often serves as a medium for marginalized groups to express their identities, struggles, and viewpoints.</p> <p>By this text (news), students have exposure to graffiti through the lenses of cultural expression and historical and social context. This recognition is aligned with knowledge discussion where students gain a deeper appreciation of the dynamic of cultures.</p>		
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<p>Chapter 4</p>	<p>Healthy Foods</p>	<p>1. Eat Real Food, Not Processed Food</p> <p>It is best to eat foods in their natural state. Forget foods that are processed in a factory. Some examples of processed foods are convenience snack (potato chips, baked crisps, etc.), white</p>  <hr data-bbox="520 423 903 431"/> <p>bread (bread is not supposed to be white in color), cereals, canned vegetables, canned meats, canned fruit, granola bars, candy bars, white sugar, bleached flour, beef jerky, soda, sports drinks, margarine (it is hydrogenated in a factory), packaged cookies, frozen dinners, processed meats like hot dogs, canned soups, fruit juices, ketchup, etc. Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally.</p>	<p>The text is focused on the importance of eating real, unprocessed food rather than processed food. It aims to inform students about healthy eating habits and the negative aspects of consuming processed foods.</p> <p>In this text, the researcher highlighted the name of foods such as “potato chips, baked crisps, white bread, cereals, granola bars, beef jerky, soda, hot dog”</p> <p>Those names are from western countries.</p>	<p>Page 84-85, a text form.</p>	<p>CI-15</p>
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Chapter 5	Graffiti	<p> Let's Make a List</p> <p>People always have different opinion about something, including Graffiti. Some people think that graffiti is art. Others think it is an act of vandalism. With your classmates, list in the table below reasons why people think graffiti is art or an act of vandalism.</p> <table border="1" data-bbox="533 363 970 675"> <thead> <tr> <th data-bbox="533 363 758 391">Graffiti is Art</th> <th data-bbox="758 363 970 391">Graffiti is Vandalism</th> </tr> </thead> <tbody> <tr> <td data-bbox="533 391 758 461"><i>Graffiti can decorate a community in some peoples' eyes</i></td> <td data-bbox="758 391 970 461"><i>Graffiti makes an area look run-down</i></td> </tr> <tr> <td data-bbox="533 461 758 531"></td> <td data-bbox="758 461 970 531"></td> </tr> <tr> <td data-bbox="533 531 758 600"></td> <td data-bbox="758 531 970 600"></td> </tr> <tr> <td data-bbox="533 600 758 675"></td> <td data-bbox="758 600 970 675"></td> </tr> </tbody> </table>	Graffiti is Art	Graffiti is Vandalism	<i>Graffiti can decorate a community in some peoples' eyes</i>	<i>Graffiti makes an area look run-down</i>							<p>This activity are asked to think critically about graffiti and to articulate reasons why it might be considered art or vandalism. The activity highlights that there are multiple perspectives on graffiti. Hence, students can see how different cultural and social contexts can lead to different interpretations of the same phenomenon. The collaborative nature of the activity, where students discuss their ideas with classmates, stimulate them to do dialogue and debate. This interaction can help students appreciate and understand diverse viewpoints, which is a key component of knowledge</p>	Page 118, a task.	KC - 05
Graffiti is Art	Graffiti is Vandalism														
<i>Graffiti can decorate a community in some peoples' eyes</i>	<i>Graffiti makes an area look run-down</i>														

			<p>construction. Also, they can explore how factors such as community norms, legal frameworks, and individual experiences shape people's perceptions.</p>		
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Table 5. Tally Total of 5 Dimensions of Multicultural Education Representation in the Book

Dimensions	Coding	Data Type	Tally	Sum of Dimensions
Content Integration	CI	Visual	6	15
		Text	9	
Knowledge Construction	KC	Visual	1	5
		Text	4	
Prejudice Reduction	PR	Visual	6	6
		Text	0	
Equity Pedagogy	EP	Visual	0	0
		Text	0	
Empowering School Culture	ESC	Visual	10	12
		Text	2	