

PICTORIAL REPRESENTATION OF IDEOLOGY FOUND IN “ENGLISH FOR CHANGE” EFL TEXTBOOK

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Abstract

The ideology shaped all aspect of human life. In controlling the society, the government placed the ideology in the textbook as a part of education. This research aimed to identify pictorial representation of ideology found in “English for Change” EFL textbook. This research is a qualitative research. The data of this research were collected from “English for Change” EFL textbook. The result of this research revealed that there were 13 pictorial representation of ideology. The frequent pictorial representation of ideology was *Pancasila* with 12 pictorial representations. It was then followed by *Bhinneka Tunggal Ika* value with 1 pictorial representation. The emphasis on *Pancasila* rather than *Bhinneka Tunggal Ika* in the textbook indicates a purposeful focus on the broader principles and values of Pancasila to guide students' grasp of Indonesian ideology.

Keywords: *discourse, ideology, textbook*

INTRODUCTION

A Language is the main tool for communication, enabling the exchange of ideas and thoughts among individuals. There are thousands of languages around the globe. Every nation has a national language, along with multiple local languages that people in different regions speak and understand. Some languages are widely spoken by millions, while others are known to only a few thousand people (Ilyosovna, 2020). In addition to the national language, many regions within a country have their own local languages or dialects, which are spoken and understood by people in those specific areas. These local languages are often deeply rooted in the cultural heritage of their speakers, preserving traditional knowledge and customs. While some languages, like English, Spanish, and Mandarin, are spoken by millions and have a global presence, others are much less common, known only to small, often isolated communities. Despite the differences in the number of speakers, every language holds intrinsic value as it carries the identity and worldview of its speakers, contributing to the rich tapestry of global linguistic diversity.

English is considered a universal language because it is the primary language in most countries worldwide. Moreover, it is one of the most essential languages to learn or master (Darma & Widiastuty, 2023). It plays a crucial role in international business, science, technology, and diplomacy, making it indispensable for global communication and collaboration. Mastering English opens up opportunities for education, employment, and cultural exchange, as it allows individuals to connect with others across different regions and industries. In today's interconnected world, having a strong command of English is often seen as a key to personal and professional success.

The need for English language skills is rapidly increasing in the global community (Silaban et al., 2023). As international trade, diplomacy, and digital communication expand,

English has become the dominant lingua franca for global business, science, technology, and academia. This widespread use of English in these crucial fields necessitates proficiency for effective participation and competitiveness on the world stage. Moreover, English is often the primary language of major global media, including news, entertainment, and online content, further reinforcing its importance. Individuals with strong English skills gain access to a broader range of opportunities, from higher education and career advancement to cultural exchange and international collaboration. As a result, mastering English has become essential for personal and professional growth in an increasingly globalized world, driving the demand for language education and proficiency to new heights.

English is recognized as a foreign language in Indonesia and holds a significant position in the school curriculum (Ayu & Indrawati, 2019). English is also a subject included in Indonesia's national curriculum, which students are required to study from elementary school through to university (Fitriana & Wardani, 2024). This extensive study ensures that students develop a solid foundation in the language, which is essential for accessing higher education, particularly as many academic resources and research materials are in English. Furthermore, proficiency in English enhances students' career prospects, as it is often a prerequisite for many jobs in both the public and private sectors. The inclusion of English in the curriculum also aims to prepare students for participation in the global community, where English is a dominant language in international relations, business, and technology.

Teaching and learning materials, such as textbooks or coursebooks, play an essential role (Herliana et al., 2020). Textbooks are regarded as vital learning tools that play a critical role in English language teaching and learning activities (Fauzi, 2019). They provide a structured framework that guides students through the complexities of the language, offering carefully curated content that aligns with educational standards and learning objectives. Textbooks present language concepts, grammar rules, vocabulary, and reading passages in a coherent and progressive manner, helping students build their skills systematically. For teachers, textbooks offer a reliable resource for planning lessons, delivering content, and assessing student progress. They also include exercises, activities, and assessments that reinforce learning and provide opportunities for practice, ensuring that students can apply what they have learned. Discussing about education, it can be argued that education plays a vital role in everyone's life (Amalia et al., 2023). In term of shaping human life, ideology plays a significant role in education. It influences the curriculum, teaching methods, and educational policies, reflecting the broader societal beliefs and norms.

Ideology is a product of thought that encompasses specific values aimed at achieving particular objectives. It can also be seen as the identity of a nation, given its crucial role and significance (Wirasena et al., 2023). Within groups, ideology functions as a guiding principle for actions and serves as a defense mechanism against external threats or influences (Saragih et al., 2024). It acts as a guiding principle, providing a clear framework for understanding the world, defining goals, and determining the appropriate actions to achieve those goals. Ideology helps unify group members by fostering a shared sense of purpose and identity, which strengthens internal cohesion. Moreover, it serves as a defense mechanism against external threats or influences, as it helps the group maintain its distinctiveness and resist challenges to its beliefs or way of life. By reinforcing the group's core values and providing a rationale for rejecting opposing viewpoints, ideology protects the group from being swayed or undermined by external forces, ensuring its survival and continuity.

The Indonesian nation is a well-established civilization, as demonstrated by its possession of its own ideology, indicating that it does not simply adopt the ideological systems of other nations (Mukaromah et al., 2022). The presence of a homegrown ideology signifies a commitment to preserving and promoting its own values and principles, thus reinforcing its autonomy and cultural heritage in the global context.

EFL textbook in Indonesia also has ideological value, reflecting not just the educational goals but also the cultural and societal norms of the country. These textbooks often embody the values, beliefs, and ideologies that are considered important by the state or educational authorities. “English for Change” is one of the current EFL textbook published by the Indonesian government. This textbook is designed for eleventh grade students of senior high school. The existence of this textbook supports the implementation of the current curriculum, Merdeka curriculum.

In term of critical discourse analysis of EFL textbook, there were several researchers conducted their researches. The first research conducted by Khoeriah et al., (2024). The study aimed to examine the cultural representation in the EFL textbook mandated by the Indonesian government under the Merdeka Curriculum for 10th-grade students. The primary data for the study was an English textbook titled “Bahasa Inggris: Work in Progress”, published by the Indonesian Ministry of Education and Culture in 2022 as part of the implementation of the Merdeka Curriculum. The findings indicated that the cultural dimensions represented in the textbook were products (34%), practices (31%), persons (15%), perspectives (13%), and communities (7%). Regarding cultural categories, the study revealed that the textbook represented international culture (32%), source culture (29%), universality across cultures (20%), target culture (16%), and intercultural interaction (3%). Thus, all cultural dimensions and categories were represented in the textbook, albeit with varying frequencies. However, the study also suggested that the textbook required improvements to ensure consistency in the representation of cultural dimensions and categories.

Ariawan et al., (2023) also conducted a research on EFL textbook. This research examined the level of thinking skills utilized in the reading sections of EFL textbooks in Indonesia. Through content analysis, the research explored the frequency and level of thinking skills, particularly focusing on the tasks and reading questions presented in the textbook. The data were quantitatively presented in a table, derived from the coding process based on Bloom's theoretical framework of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). The findings revealed that the textbook primarily emphasized knowledge and comprehension levels of thinking in its reading tasks and questions, indicating that tasks and questions based on LOTS were more prevalent than those based on HOTS.

Furthermore, a research on EFL textbook also conducted by Fadhil et al., (2023). This research employed a quantitative design to investigate the lexical density in two EFL textbooks. The results demonstrated that the non-government textbook had a higher lexical density across all text genres compared to the government textbook. In summary, understanding the lexical density of a text should help teachers determine the appropriate text level for students, ensuring it is neither too easy nor too challenging.

Based on the previous researches, most of the research analysed the EFL textbook focusing on cultural representation, level of thinking skill, and lexical density. The research on ideology of EFL textbook is still limited, especially on current EFL textbook of Merdeka curriculum. As a result, the researcher formulated a research question: What is the pictorial representation of ideology found in “English for Change” EFL textbook?

METHOD

This research was a qualitative research. Furthermore, the kind of the research was content analysis research. The data of this research were collected from “English for Change” EFL textbook. This textbook was published by Ministry of Education, Culture, Research, and Technology of Indonesia in 2022. This textbook consists of 5 units and 254 pages. Furthermore, this textbook was designed for eleventh grade students of senior high school. The researcher used a theory of Miles & Huberman, (1994) to analyse qualitative data. The researcher first reduced the data that collected from the EFL textbook. Then, the researcher displayed the data into a table. As the final step, the researcher verified and drew a conclusion from the data.

FINDINGS AND DISCUSSION

Findings

The researcher found 13 pictorial representations of ideology in “English for Change” EFL textbook. The detail of the finding can be seen in the table 1.

Table 1. Number of Pictorial Representation of Ideology in “English for Change” EFL Textbook

Types of Cultural Content	Total Number
<i>Bhinneka Tunggal Ika</i>	1
Pancasila	12
Total	13

Table 1 shows that *Pancasila* as the most frequent ideology found in EFL textbook. It was then followed by *Bhinneka Tunggal Ika*. These representations predominantly feature Pancasila, which appears 12 times, making it the most frequently depicted ideology. In contrast, *Bhinneka Tunggal Ika* is represented only once, highlighting a significant disparity in the emphasis placed on these two foundational concepts of Indonesian ideology. The dominance of Pancasila in the visual content underscores its central role in shaping the ideological framework presented to students, reflecting its importance as a guiding principle in Indonesian education. Conversely, the minimal representation of *Bhinneka Tunggal Ika* suggests that while the value of unity in diversity is acknowledged, it is not given as much prominence as Pancasila in the textbook's visual elements.

Discussion

The first representation of ideology found by the researcher is illustrated in the figure 1.



Figure 1. Pictorial Representation of Value of *Bhinneka Tunggal Ika*

Figure 1 illustrates the pictorial representation of value of *Bhinneka Tunggal Ika*. Indonesia's multicultural nature is embodied in its national motto, *Bhinneka Tunggal Ika*, which translates

to "Unity in Diversity" (Hartanti & Sundrijo, 2022; Utami & Widiadi, 2016). This motto reflects the nation's rich tapestry of ethnicities, languages, religions, and cultural practices. Despite the vast array of cultural differences, *Bhinneka Tunggal Ika* conveys a profound commitment to fostering a cohesive national identity. It acknowledges and celebrates the country's diversity while emphasizing the importance of coming together as a unified whole. The motto serves as a guiding principle, promoting social harmony and mutual respect among Indonesia's diverse population. It reinforces the idea that while differences in culture and beliefs are celebrated, they are not a barrier to national unity.

Based on the figure 1, there are 4 people sitting in one table and having a conversation. There is a difference between the two females. One female is wearing hijab and other female is not. It represents the value of *Bhinneka Tunggal Ika* (Unity in Diversity). *Bhinneka Tunggal Ika* underscores the idea that, despite the country's vast cultural, religious, and ethnic diversity, Indonesians are united as one nation. The figure illustrates how people from different backgrounds, with varied beliefs and practices, can come together harmoniously to engage in dialogue and share ideas. The presence of both women, one visibly Muslim and the other not, highlights the acceptance and respect for diversity that is essential to Indonesian society. This image serves as a powerful reminder that differences in appearance, religion, or culture do not divide the people but rather enrich the collective identity, reinforcing the nation's commitment to unity amidst diversity.

Santoso et al., (2023) further explain that the concept of a uniquely Indonesian multicultural nation is conveyed through the motto *Bhinneka Tunggal Ika*. This principle fosters the acknowledgment of the country's diverse elements. Additionally, *Bhinneka Tunggal Ika* promotes the growth of pluralism in Indonesia, ensuring that all components feel equal and can contribute to the nation's development.

The researcher also found another pictorial representation of ideology in the EFL textbook. The detail of the representation is represented in the figure 2.



Figure 2. Pictorial Representation of Value of Pancasila

Figure 2 represents pictorial representation of value of Pancasila. Based on figure 2, it can be seen that there are four students are working together to collect the rubbish and clean the environment at school. It is clearly categorised as value of Pancasila. It correlates with

“*Persatuan Indonesia*” (Unity of Indonesia), as one principal of Pancasila. This principle emphasizes the importance of national unity and collective responsibility, encouraging all Indonesians to work together for the common good, regardless of individual differences. The students' collaborative action in caring for their environment demonstrates how the value of unity is practiced in everyday life, highlighting the importance of teamwork and mutual support in achieving shared goals. Through this image, the concept of “*Persatuan Indonesia*” is brought to life, illustrating how the principles of Pancasila are not just abstract ideas but are actively applied in real-world situations to foster a sense of togetherness and national pride.

The unity of the Indonesian nation is an evolving principle designed to safeguard the entire population from violence, advance overall well-being, emphasize the importance of education, and strive for enduring global peace (Maulana & Danugroho, 2023). This principle is not only about maintaining peace within the nation but also about promoting the overall well-being of its people by addressing social, economic, and health-related challenges. By emphasizing the importance of education, the unity of the nation seeks to empower individuals with the knowledge and skills necessary to contribute to the country's progress and development. Moreover, Indonesia's commitment to national unity extends beyond its borders, reflecting a desire to contribute to global peace and stability. Through this evolving principle, Indonesia aims to build a harmonious and prosperous society that can serve as a model for peaceful coexistence and cooperation in the international community.

Pancasila serves as the foundational basis of the state, offering guidance and structure for the nation's governance by positioning itself as the ultimate source of all legal authority (Ruyadi et al., 2023). It also encompasses five essential values that serve as guiding principles for the Indonesian people (Pertiwi & Dewi, 2021). These values are deeply embedded in the fabric of Indonesian society and reflect the country's aspirations for unity, justice, and harmony. The first principle, *Belief in One Almighty God*, underscores the importance of spirituality and religious tolerance, recognizing the diverse faiths practiced across the archipelago. The second, *Just and Civilized Humanity*, emphasizes respect for human dignity and the promotion of social justice, encouraging Indonesians to treat each other with fairness and compassion. The third principle, *The Unity of Indonesia*, highlights the significance of national cohesion, celebrating the country's rich cultural diversity while fostering a strong sense of national identity. The fourth, *Democracy Guided by the Inner Wisdom in the Unanimity Arising Out of Deliberations Amongst Representatives*, advocates for a democratic system that is inclusive, participatory, and rooted in consensus-building. Finally, the fifth principle, *Social Justice for All Indonesians*, aims to ensure equitable distribution of wealth and opportunities, striving to create a society where all citizens can enjoy the fruits of development. Together, these five values of Pancasila serve as a moral compass for the Indonesian people, guiding their actions and decisions in both personal and public life.

The values embedded in *Pancasila*, as reflected in its principles, encompass the significance of Divinity, Humanity, Unity, Democracy, and Justice (Karimullah, 2023). *Pancasila* also serves as a means to unify all Indonesian citizens, regardless of their background, in addressing the various challenges present today (Saputri & Samsuri, 2020). As a guiding philosophy, Pancasila transcends differences in ethnicity, religion, culture, and social status, offering a common foundation upon which all Indonesians can stand together. This unifying force is particularly important in a nation as diverse as Indonesia, where maintaining social harmony and national cohesion is essential. By promoting values such as belief in a higher power, social justice, democracy, and national unity, Pancasila encourages

citizens to work collaboratively to overcome issues like poverty, inequality, environmental concerns, and political instability. It inspires a shared sense of responsibility and commitment to the well-being of the nation, fostering a spirit of cooperation and mutual respect. In a rapidly changing world, Pancasila remains a powerful tool for bringing Indonesians together, enabling them to face challenges with a united front and work toward a prosperous and peaceful future for all.

CONCLUSION AND SUGGESTION

Conclusion

The findings indicate that Pancasila was prominently featured in the "English for Change" EFL textbook which underscores its central role in the textbook's ideological framework. This high frequency suggests that Pancasila, with its emphasis on principles such as justice, democracy, and unity, is a key focus in the textbook's content, reflecting its significance in the educational context. In contrast, Bhinneka Tunggal Ika, which represents the value of unity in diversity, was depicted only once. This disparity highlights that while the textbook acknowledges the importance of unity and diversity, it places a stronger emphasis on Pancasila as a foundational ideology.

Suggestion

The prominence of Pancasila over Bhinneka Tunggal Ika in the textbook suggests a deliberate emphasis on the broader principles and values associated with Pancasila in shaping students' understanding of Indonesian ideology. The researcher suggests that future research could assess whether the representation of Ideology in the EFL textbook influences students' engagement and comprehension in learning English.

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