

ANALYZING THE REPRESENTATION OF PANCASILA'S VALUES IN 'ENGLISH FOR NUSANTARA': AN APPRAISAL ANALYSIS

Agis Andriani¹, Yuyus Saputra², Hasna Nurul Farohah³

^{1,2,3}Universitas Siliwangi

agisandriani@unsil.ac.id¹, yuyussaputra@unsil.ac.id², 212122065@student.unsil.ac.id³

ABSTRAK

A good textbook is one that can incorporate moral values, ethics, and shape students' attitudes and behavior in everyday life (Ayu & Indrawati, 2018; Bahrami, 2015; Nur Amalia et al., 2024). However, the role of textbooks extends beyond this. Through the stories and examples they present, textbooks can serve as a means of strengthening the diverse cultures and identities of the Indonesian nation by promoting positive character development and fostering critical thinking (Oktariani & Ekadiansyah, 2020). In addition, in the Emancipated Curriculum (Kurikulum Merdeka), ELT textbooks are designed as a language learning tool and medium for shaping students' character (Kahfi et al., 2022; Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2024). The ELT textbook 'English for Nusantara' used in this curriculum is expected to reflect the values of the *Profil Pelajar Pancasila* (PPP). This study analyzes how these values are represented in the textbook through Appraisal Analysis, focusing on the Attitude system. This system consists of Affect, Judgment, and Appreciation. The research findings indicate that Judgment is the most dominant feature, reflecting positive evaluations of characters' behaviors aligned with the values of moral responsibility, independence, and cooperation. Additionally, Appreciation is used to evaluate social-cultural phenomena both affirmatively and critically. On the other hand, Affect reinforces the affective power that encourages empathy, enthusiasm, and concern. This indicates that the textbook is useful in stimulating students to have good morals and social sensitivity. Thus, this book has the potential to shape students' characters by the values of the *Profil Pelajar Pancasila*.

Keywords: Appraisal Analysis, Attitude, ELT Textbook, *Profil Pelajar Pancasila*

ABSTRAK

Buku teks yang baik adalah buku yang dapat mengintegrasikan nilai-nilai moral, etika, dan membentuk sikap serta perilaku siswa dalam kehidupan sehari-hari (Ayu & Indrawati, 2019; Bahrami, 2015; Nur Amalia dkk., 2024). Namun, keberadaan buku teks tidak terbatas pada hal tersebut. Melalui cerita dan contoh yang disajikan di dalamnya, buku teks dapat menjadi sarana untuk memperkuat keberagaman budaya dan identitas bangsa Indonesia dengan mempromosikan pembentukan karakter positif dan merangsang pemikiran kritis (Oktariani & Ekadiansyah, 2020; Tajabadi dkk., 2024). Selain itu, dalam Kurikulum Merdeka, buku teks ELT dirancang sebagai alat dan media pembelajaran bahasa serta pembentukan karakter siswa (Kahfi, 2022; Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2024). Buku teks ELT 'English for Nusantara' yang digunakan dalam kurikulum ini diharapkan mencerminkan nilai-nilai Profil Pelajar Pancasila (PPP). Studi ini menganalisis bagaimana nilai-nilai tersebut diwakili dalam buku teks melalui Analisis Penilaian, dengan fokus pada sistem Sikap. Sistem ini terdiri dari Affect, Judgment, dan Appreciation. Hasil penelitian menunjukkan bahwa Judgment merupakan fitur yang paling dominan, menggambarkan penilaian positif terhadap perilaku tokoh yang relevan dengan nilai-nilai bertanggung jawab, mandiri, dan gotong-royong. Selanjutnya, Appreciation digunakan untuk mengevaluasi fenomena sosial-budaya secara afirmatif maupun kritis. Di sisi lain, Affect memperkuat daya afektif yang mendorong empati, antusiasme, dan kepedulian. Hal ini mengindikasikan buku teks ini memiliki manfaat dalam menstimulasi siswa untuk memiliki moral yang baik dan kepekaan sosial. Dengan demikian, buku ini berpotensi menjadi sarana pembentukan karakter siswa sesuai nilai-nilai Profil Pelajar Pancasila.

Keywords: Appraisal Analysis, Attitude, ELT Textbook, *Profil Pelajar Pancasila*

INTRODUCTION

Profil Pelajar Pancasila is a new direction in improving the character of Indonesian students. This profile reflects the ideal character of Indonesian students that is expected to be formed through the implementation of the *Merdeka Curriculum* (Irawati et al., 2022). It is based on the noble values of *Pancasila* and the competencies needed to face the challenges of the 21st century (Fauzan et al., 2023; Nurhuda et al., 2023). Six main dimensions complement each other in shaping the personality of students. Those are faith and noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Rahmadayanti & Hartoyo, 2022). This improvement in the quality of education is expected to shape the character of Indonesian students for the better in the future. Of course, this character improvement is also supported by the implementation of learning strategies that can develop these values.

As an essential component of the curriculum, these values must be reflected in educational materials, especially textbooks. Textbooks are not merely learning aids but ideological artifacts that carry certain values, identities, and perspectives (Andriani et al., 2024). Previous research has confirmed that the representation of values in textbooks has great potential in shaping students' attitudes and perspectives (Puspitasari et al., 2021; Sitio et al., 2023; Sulistiyo et al., 2020). The values embedded in stories, characters, and dialogues can strengthen national cultural identity while fostering global awareness if presented contextually (Oktariani & Ekadiansyah, 2020). Therefore, it is important to evaluate how textbooks reflect the values of the *Profil Pelajar Pancasila* to ensure alignment between instructional materials and the objectives of the *Merdeka* curriculum.

Language as a semiotic system is never neutral. It carries values, ideologies, and can influence the way people think and act. Evaluative language in textbooks is a form of ideological sign which, according to Nöth (2004), contains axiological meaning or value-based meaning. Thus, the evaluation of characters or phenomena in the book contains certain moral content directed at students (Nöth, 2004). The Appraisal Theory was developed by Martin & White (2005) provides an analytical framework for uncovering the value system in a text. The three main systems of Appraisal are Attitude, Engagement, and Gradation. Attitude, which evaluates actions, is a precious tool within this system (Oteiza, 2017). It consists of Affect, Judgment, and Appreciation. Affect expresses feelings, judgment evaluates behavior, and appreciation evaluates objects or social phenomena. This theory is relevant for examining how character values are represented in educational textbooks.

Studies on the representation of character education values in ELT textbooks in Indonesia are not something new. Several studies have explored the integration of character values in the 2013 (Octavia et al., 2023; Puspitasari et al., 2021; Sulistiyo et al., 2020). However, studies specifically addressing the representation of *Profil Pelajar Pancasila* (PPP) values within the *Merdeka* Curriculum context remain limited. One of the textbooks used in this curriculum is English for Nusantara. This textbook is designed not only as a tool for teaching English but also to integrate *Profil Pelajar Pancasila* values (Alanur et al., 2023). Through themes related to nationalism, the environment, and social life, this book contains many elements that have the potential to reflect PPP values. However, this representation is not always explicitly visible but is embedded in word choice.

This study aims to fill the gap in previous research. This study analyzes how *Profil Pelajar Pancasila* values appear in the English for Nusantara textbook for eighth grade. The analysis uses the Attitude system in Appraisal theory. The focus of the analysis is on how the text expresses feelings, moral judgments, and evaluations of social phenomena. The language in the text is examined to determine its role in shaping students' attitudes toward ideal character. Thus, this study is expected to provide an understanding of how textbooks convey character education values. This study answers the main question: What attitude features represent *Profil Pelajar Pancasila's* values in the “English for Nusantara” Grade 8 textbook?

RESEARCH METHOD

This study uses a qualitative descriptive approach within the framework of discourse analysis. According to Bogdan and Taylor (in Muhammad, 2011) qualitative methods produce descriptive data in the form of written words. In addition, discourse analysis serves to examine how language reflects values, ideologies, and power relations (Taylor, 2013). The approach used is Systemic Functional Linguistics (SFL), which views language as a tool for constructing meaning in context (Halliday & Matthiessen, 2004). The main focus is on the Attitude system in Appraisal theory (Martin & White, 2005). The aim is to identify the values of the *Profil Pelajar Pancasila* (PPP) and how they are conveyed in the textbook.

The object of this study is the eighth-grade ELT textbook “English for Nusantara.” This book was chosen because it is widely used, published by an official institution, and available digitally. The analysis focuses on the narrative and dialogue sections in three chapters: Chapter 1 (Celebrating Independence Day), Chapter 3 (Love Our World), and Chapter 4 (No Littering). These chapters were selected because they contain varied topics and include social interactions that often reflect character values.

Data collection was conducted using the document analysis method as described by Bowen (2009), which is a systematic process of reviewing or evaluating written documents to extract meaning, gain understanding, and develop empirical knowledge. The researcher identified verbal quotations from narratives and dialogues in the three chapters. The focus was on sentences containing evaluative expressions. This procedure explored how attitudes and values are expressed in students' everyday language. Data analysis was conducted using the Appraisal theory developed by Martin and White

(2006), specifically the Attitude subsystem. The three types of attitudes analyzed are Affect (feelings or emotions), Judgment (evaluation of an individual's moral behavior), and Appreciation (evaluation of phenomena, objects, or situations). Each evaluative expression in the data is classified into one of the Attitude types and then linked to the relevant PPP dimension.

After the classification process, a frequency analysis was conducted to identify which Attitude features were most dominant and the context in which they appeared. Subsequently, the data were analyzed interpretively to explore the ideological and educational meanings contained in these representations. This analysis considers the curriculum objectives and the function of textbooks as tools for shaping students' character.

FINDINGS AND DISCUSSION

The results show that all types of attitudes are found in textbooks. The study identified 164 sentences reflecting these values in dialogue and narrative sections. The following table shows the frequency and percentage of each Attitude subtype in the textbook.

Table 1. Distribution of Attitude Subtypes in the English for Nusantara Grade VIII Textbook

Attitude subtype	Frequency	Percentage
Judgment	71	44%
Appreciation	63	38%
Affect	30	18%
Total	164	100%

Table 1 Judgment dominated with 71 out of 164 findings (44%). Followed by Appreciation with 63 findings (38%), and Affect with 30 findings (18%). Judgment relates to the behavior assessment based on normative principles (Martin & White, 2005). This distribution indicates that textbooks tend to prioritize the evaluation of character behavior in various situations. In other words, textbooks aim to guide students to reflect on behavior that is considered good or bad. This book features many positive character behaviors. Characters are depicted as being able to actively participate in social activities, proactive in preserving nature, and caring for others. The dominance of Judgment occurs because the values of the PPP are related to character development and are more easily represented through behavioral assessment. Meanwhile, Affect expresses emotions, and Appreciation evaluates objects. Judgment is indeed appropriate for fostering students' ethical qualities.

The most frequently found subcategories of Judgment are capacity (35%), propriety (34%), and capacity (28%), with the majority of forms positive. Meanwhile, in Appreciation, the reaction subcategory is the most prominent (44%), followed by valuation (34%) and composition (22%). The use of positive and negative evaluations in Appreciation indicates that this book not only praises social-cultural phenomena but also critiques problematic environmental conditions. For Affect, the subcategory happiness is the most dominant (50%), followed by desire (26%) and security (13%). This data shows that although not as intense as other features, emotional expression remains present as a supporting element in building students' closeness to the values conveyed.

Based on these findings, the discussion will focus on three main aspects that show how this textbook shapes students' character namely (1) The Domination of Judgment for Moral Education and Social Responsibility, (2) Appreciation for Valuing and Criticizing Realities in Building Social Sensibility, and (3) The Use of Affect to Support Emotional Engagement and Empathy. These findings indicate that the textbook strategically employs Attitude resources to support the development of *Profil Pelajar Pancasila's* values.

Domination of Judgment for Moral Education and Social Responsibility

The Judgment feature is the main tool used in textbooks to convey moral values relevant to the dimensions of the *Profil Pelajar Pancasila*. Judgment is indeed the main tool in conveying moral education. This dominance illustrates good character as something that must be taught, exemplified, and even enforced. This is in line with research conducted by Feng (2019), who states that Judgment is the

main source of attitude used to realize moral education, because it assesses behavior by social norms. Additionally, Ailan (2017) adds that the Judgment attitude source allows authors to shape readers' understanding of what is right or wrong, good or bad, acceptable or unacceptable in the social world. This means that the use of judgment in textbooks directly shapes how students think about expected behavior.

For example, in Chapter 1, the student character is depicted with high enthusiasm participating in an independence competition. An example is found in the quote below.

- (1) "No, we **never gave up.**"
- (2) "First, we **made a human ladder** and **wiped off the grease bit by bit.**" (Chapter 1, p. 12)

The sentence in data (1) contains tenacity, because it assesses actions based on perseverance. The sentence shows the group's commitment to keep trying despite facing difficulties. The use of the word "we" emphasizes collective identity. Meanwhile, the phrase "never give up" shows a high fighting spirit. This representation also appears in sentence (2). The phrases "made a human ladder" and "wiped off the grease bit by bit" indicate coordinated and gradual efforts. This process requires patience and cooperation. This sentence reveals the existence of cooperation in achieving common goals. These two quotes form a positive representation that is in line with PPP values. The value of independence is reflected in the illustration of independence in facing challenges. The value of cooperation is also highlighted to show the importance of cooperation in shared success.

Meanwhile, in Chapters 3 and 4, which focus on the environment, propriety is used to show the importance of maintaining cleanliness and acting ethically towards nature. An example of this can be found in the following quote:

- (3) "Let's **put our trash in the trash can** first."
- (4) "We **should reduce the use of plastic** from now on."

In sentence (3), the invitation word "Let's" implies collective action. It shows that keeping clean is a shared responsibility. By mentioning "our trash", this sentence shows that each individual is responsible for the waste they produce. This evaluation educates students to understand that disposing of trash properly is part of everyday morality. Sentence (4) uses the modality "should", which indicates a moral obligation. The phrase "reduce the use of plastic" conveys the value that excessive plastic use harms the environment, and reducing it is an action that has good value and should be done.

Negative propriety is also used to mark morally inappropriate actions, as in the quote:

- (5) "Yes, but you're leaving the faucet running. It **wastes the water.**"

The word "wastes" indicates a moral evaluation of behavior that is considered harmful. This word choice judges the act of letting the tap run as ethically inappropriate. This evaluation contains a normative emphasis that the behavior is unacceptable and environmentally irresponsible. This kind of negative judgment serves as a moral disciplining tool. In this way, the textbook provides an understanding that the act of protecting the environment is a moral obligation that must be followed by all.

The positive judgments dominate in this feature, indicating that textbooks emphasize ideal models of behavior as examples worth emulating. This is in line with Feng's (2019) view that judgment in educational texts is often used to promote socially acceptable behavior. Thus, judgment becomes the primary means of instilling values such as noble character, independence, and social responsibility. According to Zhou et al. (2024), attitudinal resources such as Judgment play a crucial role in constructing desirable behaviors and values in educational discourse, often framing them as non-negotiable standards rather than options. This is also reinforced by Van Canh (2018), who states that Judgment is strategically employed in textbooks to instill discipline and guide students toward socially accepted roles and responsibilities.

Appreciation for Valuing and Criticizing Realities in Building Social Sensibility

The second most featured subsystem is Appreciation (39%), only 4% away from the dominating judgment. This feature strengthens the character values previously built through the judgment feature. According to Martin and White (2005), Appreciation assesses the aesthetic or social value of objects or phenomena. It develops students' understanding of "what is worth appreciating" and "what needs to be

criticized". In contrast to Judgment, which evaluates behavior, Appreciation assesses the quality and meaning of the world around. This is important because, in addition to needing to understand normative moral values, students must also be able to develop social sensibility. According to Sherblom (2012) It is the ability to be sensitive to social, cultural, and environmental conditions around them. This social awareness makes students more sensitive to the situation around them, thus encouraging a caring and responsible attitude (Richi et al., 2023).

Furthermore, appreciation of positive phenomena can motivate students to emulate similar actions because they see that these actions are rewarded. In line with this, Yufarika et al. (2025) states that appreciation motivates individuals to continue to take positive actions and maintain good behavior. Conversely, criticism of problematic social conditions fosters awareness that there are things that must be improved. This is in line with Herdiawan et al. (2020) opinion, which states that exposure to positive and negative evaluation in discourse can increase students' moral engagement and shape reflective behavior. This is evident in two main usage patterns of Appreciation in the textbook. First, to give positive assessments of phenomena that are considered ideal, and second, to criticize problematic social or environmental situations.

In Chapter 1, the use of Appreciation shows a tendency to reinforce actions that are in accordance with the expected character values. An example can be seen in the following quote:

(6) "**Nice, Congratulations!**" (Chapter 1, p. 11)

This sentence is a positive reaction form used in response to the statement "I won the marble spoon race." The words "Nice" and "Congratulations" evaluate one's success explicitly. Reaction in this case functions as a positive emotional response to the achievement, expressing appreciation for the individual's achievement. It indicates that the individual's action (winning the race) deserves recognition, thus strengthening the competitive spirit. This reflects the value of Independence as it shows personal effort to achieve success, and Noble Character as it positively complements others.

In addition, appreciation is also used to show positive reactions to cultural celebrations. This evaluation strengthens students' pride in their national identity and cultural heritage. For example, in the following excerpt:

(7) "It was **the best Independence Day** celebration ever in our school."

(8) "The school parade was **fun** and **made us remember our national heroes.**"

These quotes contain positive valuation, which is an evaluation of the significance of an event. In data (7), the phrase "the best celebration ever" values the quality of the independence celebration as historically exceptional. Meanwhile, quote (8) values the parade as "fun", but more importantly, links it to the act of remembering national heroes. This is included in valuation because it provides a judgment on the importance of cultural significance. Ideologically, this sentence instills the importance of historical reflection and appreciation of national values, thus strengthening the value of Global Diversity.

Besides being used to affirm positive actions, the Appreciation system is also used as a tool to criticize problematic social and environmental conditions. This pattern emerges clearly in Chapters 3 and 4, which highlight the issue of environmental pollution. Here, Appreciation is used to form students' critical awareness of the problems around them. Examples of the use of Negative Appreciation can be found in the following excerpts:

(9) "That's **too bad.**"

(10) "It's **bad for the environment.**"

(11) "And it's **not good for our health either.**"

Quote (9) "That's too bad." is a form of negative reaction that shows disapproval of a condition that is considered harmful. It reflects a sense of concern and discomfort. This statement includes a negative reaction, which is an assessment of the negative impact of an event, in this case, environmental pollution by plastic waste. This expression encourages students not to be passive or take for granted the damaged environment. Furthermore, quote (10) "It's bad for the environment" evaluates the impact of using plastic on the environment. The word "bad" indicates a normative assessment of the consequences of an action; students are invited to see that the act of littering plastic waste is bad and damages the ecosystem. This assessment opens up space for students to consider the value of environmental sustainability in their daily actions. Similarly, quote (11) "And it's not good for our health either." evaluates aspects of human health. The phrase "not good" indicates a consideration of healthy survival, which requires awareness and responsibility in maintaining cleanliness and the surrounding environment.

The balanced use of appreciation between praise and criticism shows that this book does not merely present a beautiful reality, but also raises students' awareness of real issues. This supports the development of critical thinking and global diversity values, as students are encouraged to evaluate reflectively, rather than just passively accepting information. As stated by Hu (2022), the presence of critical evaluation in the text can foster moral concern and active student engagement in social issues. Thus, Appreciation in this book serves as an important tool for cultivating social sensitivity and reflective thinking skills.

The Use of Affect to Support Emotional Engagement and Empathy

The Affect system appears the least, at only 13%. This feature is much smaller than Judgment and Appreciation. However, the presence of Affect still has an important role in building students' emotional engagement with the text. Martin and White (2005) state that affect is the way writers represent human feelings. This feature is important in learning texts because it plays a role in building students' emotional engagement with the values conveyed. This is important because character is shaped not only by intellectual understanding, but also by emotional involvement (Collette & Jones, 2020).

In Chapter 1, affect is used to indicate collective happiness in cultural celebrations. For example, in the quote below:

- (12) "I **like** watching the parade."
 (13) "Everyone **put a smile** on their faces."

The quotations above are representations of Affect Happiness that describe the excitement of the Independence Day celebrations. Sentence (12), the affective verb "like", marks the feeling of pleasure towards the parade, which is rich in cultural experiences. In sentence (13), the emotion of joy is heightened by the use of the word "everyone", which describes shared happiness. This creates an inclusive atmosphere where happiness belongs together.

In addition, expressions of desire are also featured in this chapter, as shown in the quote:

- (14) "Dad, please **tell me more** about the Panjat Pinang."
 (15) "I **always wait** for Independence Day."

The desire subsystem expresses feelings that show interest in, or hope for, something that is considered emotionally important. In (14), the request "please tell me more" indicates curiosity about the local tradition of Panjat Pinang. It reflects a desire to understand the nation's culture more deeply. Sentence (15) reinforces this meaning with the phrase "always waited", which indicates the constant anticipation of Independence Day. This indicates that this activity has a strong emotional meaning for the students.

Meanwhile, in chapters 3 and 4, affect is used to show empathy and concern for others. This can be seen in the following quotes:

- (16) "Oh, **poor them!**"
 (17) "They **felt the urgency** to protect the environment and the natural world."

Excerpt (16) contains unhappiness because it expresses empathy for the flood victims. The expression "Oh, poor them!" reflects emotional concern and care for the suffering experienced by others. This builds students' awareness to understand the event and feel the suffering caused. Meanwhile, excerpt (17) represents inclination, which is the urge to act. The sentence "felt the urgency to protect the environment" shows that the feeling of concern for the environment has raised awareness to protect nature. This expression fosters the value of Critical Reasoning, as students are invited to think reflectively and responsibly.

The existence of Affect plays a strategic role in shaping student character. Although Affect features only cover a small portion of the overall appraisal data. Affective expressions support the moral messages carried by Judgment and Appreciation. The presence of Affect in the text allows students to feel the values it carries. Valenzuela-Peñuñuri et al. (2024) emphasized that affective engagement in educational texts strengthens moral motivation and deepens understanding of social values. Thus, affect enriches the emotional dimension of the text that supports the formation of empathy and caring under the vision of character education in the *Merdeka* Curriculum.

CONCLUSION AND SUGGESTION

This study shows that the English for Nusantara class VIII textbook represents the values of the *Profil Pelajar Pancasila* through the use of evaluative language. Based on the analysis of three chapters of the book, it is found that the evaluative language used becomes a medium to instill those character values. The Judgment feature was found to be the most dominant feature, indicating that the evaluation of human behavior is the main strategy in conveying character values. It is used to judge the characters' actions morally and socially, showing explicit efforts to instill values such as independence, cooperation, and noble morals. Appreciation features are present to build students' sensitivity to cultural values and socio-environmental conditions, encouraging critical and reflective attitudes. Meanwhile, although fewer, Affect features play an important role in fostering students' empathy and emotional closeness to the values displayed. The study concludes that the English for Nusantara textbook is useful in shaping students' personalities by encouraging good morals, cultural respect, environmental awareness, and social cooperation. Through the Appraisal system, the book effectively integrates language learning with character education, as the three Attitude features complement one another in fostering students' character and awareness.

Suggestions that can be proposed from the results of this study are as follows. First, textbook authors are encouraged to use evaluative language more mindfully to align with the values of *Profil Pelajar Pancasila*, as evaluative choices strongly influence students' perceptions and attitudes. Second, teachers are expected to guide students in recognizing and interpreting evaluative expressions in the textbook, helping them to understand the underlying values and relate them to real-life experiences. Lastly, future researchers are recommended to extend the analysis to the entire textbook and further investigate how visual elements also contribute to the representation of values.

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CURRICULUM VITAE

Complete Name	Institution	Education	Research Interests
Agis Andriani	Universitas Siliwangi	S3	
Yuyus Saputra	Universitas Siliwangi	S2	
Hasna Nurul Farohah	Universitas Siliwangi	S1	