

REFERENCES

- Aguestien, H. Yuliani, M. & Purwati, M. (2005). *New English for a better life: English for science and social study program grade XI*. Bandung, Indonesia: Pakar Raya.
- Al-Ghazali, M. (2004). *Muslim's character*. New Delhi, India: Islamic Book Service.
- Algera H. F., & Sink, C. A. (2002). Another look at character education in Christian schools. *Journal of Research on Christian Education*, 11(2), 161–81.
- Aliakbari, M. (2008). The place of culture in the Iranian English textbooks in high school level. *Journal of Pan-Pacific Association of Applied Linguistics*, 9(1), 163-179.
- Altajeb, S. (2013). Teachers' perception of the English language Curriculum in Libyan Public Schools: An investigation and assessment of implementation process of English curriculum in Libyan public high schools (Unpublished doctoral dissertation). University of Denver, CO.
- Althop, W. & Berkowitz, M. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of Moral Education*, 35(4), 495-518.
- Alwasilah, C. A. (2001). *Language, culture, and education*. Bandung, Indonesia: Adira.
- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. London, UK: Verso.
- Anderson, B (1990) *Language and Power: Exploring Political Cultures in Indonesia*, Ithaca: New York: Cornell University Press.
- Anwaruddin, S., M. (2011). Hidden agenda in TESOL methods. *Journal of English as an International Language*, 6(1), 47-94.
- Appadurai, A. (2000). Grassroots Globalization and the Research Imagination. *Public Culture* 12(1), 1-19.
- Arber, R. (2008). *Race, ethnicity and education in globalised times*. London, UK: Springer.
- Arber, R. (2009). Social disconnection or popular racism. In F. Mansouri (Ed.), *Youth identity and migration: Culture, values and social connectedness* (pp. 65-85). Altona, AU: Common Ground.

- Arber, R. (2011). Encountering an-other: The culture of curriculum and inclusive pedagogies. In Z. Bekerman & T. Geisen (Eds.), *International handbook of migration, minorities, and education: Understanding cultural and social differences in processes of learning* (pp. 461-477). New York, NY: Springer.
- Arber, R. (2015). Deconstructing religious identity, difference, and belonging: implications for anti-racist pedagogy. *Diaspora, Indigenous, and minority education*, 9(1). 21-36. doi: 10.1080/15595692.2014.980803.
- Ashraf, A. (2015). Vicarious trauma and American Muslims: A mixed methods study. (Unpublished doctoral dissertation). North Carolina State University, NC.
- At-Tahan, M. (1999). Perfect Muslim character in the modern world. Cairo, Egypt: El- Falah Foundation.
- Atkinson, D. (2004). Contrasting rhetorics/contrasting cultures: Why contrastive rhetoric needs a better conceptualization of culture. *Journal of English for Academic Purposes*, 3(4), 277-289. doi: 10.1016/j.jeap.2004.07.002
- Ball, S. J. (2006). Education policy and social class: The selected works of Stephen Ball. New York, NY: Routledge.
- Ball, S. J. (2012). Global education Inc: New policy networks and the neoliberal imaginary. New York, NY: Routledge.
- Barret, M. (1996). English children's acquisition of a European identity. In G.M. Breakwell & E. Lyons (Eds.), *Changing European Identities: Social Psychological Analysis of Social Change* (pp. 349-369). Oxford, England: Butterworth-Heinemann.
- Bernstein. (2000). Pedagogy, symbolic control, and identity: Theory, research, critique. Oxford, UK: Rowman & Littlefield Pub Inc.
- Block, D. (2006). Identity in applied linguistics. In T. Omoniyi & G. White (Eds.), *The sociolinguistics of identity* (pp. 34-49). London, UK: Continuum.
- Block, D. & Cameron D. (2002). *Globalization and language teaching*. London, UK: Routledge.
- Bourdieu, P. (1991). Language and symbolic power. Cambridge, UK: Cambridge Polity Press.
- Braine, G. (2005). Teaching English to the world: History, curriculum, and practice. London, UK: Routledge.
- Brown, H. D. (2000). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). New York, NY: Addison-Wesley Longman, Inc.

- Brown, W. (2009). *Regulating Aversion: Tolerance in the Age of Identity and Empire*, Princeton, N.J.: Princeton University Pres.
- Burns, L. & Morrell, E. (2005). Why critical discourse analysis in literacy research. National reading conference yearbook: CDA in literacy research (pp. 132-143). Retrieved from http://www.Ernestmorrell.com/images/Burnes_v2.pdf
- Byers, P. (1992). "The spiritual in the classroom." *Holistic Education Review*, Spring, p. 6.
- Byram, M. (1990). Teaching culture and language: Towards an integrated model in Mediating Languages and Cultures: In D. Buttjes & M. Byram (Eds.). *Towards an Intercultural Theory of Foreign Language Education*. (pp. 17-32). Bristol, PA: Multilingual Matters Ltd.
- Calderhead, J. (2004). International experience of teaching reform. In V. Richardson. (ed.) *Handbook of research on teaching (4th ed.)*. (pp. 777-802). Washington DC: American Educational Research Association.
- Canagarajah, A.S. (2002). Globalization, methods, and practice in periphery classrooms. In Block, D. & Cameron D. (Eds.), *Globalization and language teaching*. (pp. 134-150). London: Routledge.
- Canagarajah, A. S. (2013). Agency and power in intercultural communication: Negotiating English in translocal spaces. *Language and Intercultural Communication*, 13(2), 202-224. doi: 10.1080/14708477.2013.770867
- Central Bureau of Statistics (2018). Statistik Indonesia Tahun 2010. Jakarta: Badan Pusat Statistik. Retrieved from: <https://www.bps.go.id/statictable/2009/02/20/1267/penduduk-indonesia-menurut-provinsi-1971-1980-1990-1995-2000-dan-2010.html>
- Chapman, D. (2001). Dominant issues of the next decade. In *Education in developing Asia (Vol. 2): Management and efficiency in education: Goals and strategies*. Asian Development Bank, Comparative Education Research Center, the University of Hong Kong.
- Cheah, B. K. (2003). Ethnicity, politics, and history textbook controversies in Malaysia. *American Asian Review*, 21(4), 229-252.
- Clarke, V., Braun, V., Terry, G & Hayfield, N. (2019). Thematic analysis. In Liamputtong, P. (Ed.), *Handbook of research methods in health and social sciences* (pp. 843-860). Singapore: Springer.
- Criddle, E. H. (2013): Contested curriculum in Australian schooling: A global to local policy trajectory. (Unpublished doctoral dissertation). The University of Western Australian, Perth Australia.

- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London ; Thousand Oaks, CA: Sage Publications.
- Dardjowidjojo, S. (2000). English teaching in Indonesia. *EA Journal*, 18(1), 22-30.
- Davidson, M. & Lickona, T. (2007). Smart and good: Integrating performance character and moral character in schools. *Independent School*, 66(2), 24-28.
- Dervin, F. (2014). Assessing intercultural competence in language learning and teaching: A critical review of current efforts. 1-19. Retrieved from <http://users.utu.fi/freder/Assessing%20intercultural%20competence%20in%20Language%20Learning%20and%20Teaching.pdf>
- Detail Biodata Pejabat Menteri (2017, March 4). Retrieved from: http://kepuustakaan-presiden.perpusnas.go.id/cabinet_personnel/popup_profil_pejabat.php?id=27&presiden_id=&presiden=
- Dewi, A (2012) Is English a form of imperialism? A study of academic community's oerceptions at Yogyakarta universities in Indonesia, *Asian Englishes*, 15(1), 4-27. doi: 10.1080/13488678.2012.10801317
- Dirgayasa, I., W. (2014). Survey of English teaching and learning process in maritime education and training in Indonesia: A case study in private MET in Indonesia. *English Language Teaching*, 7(7), 111-119. doi:10.5539/elt.v7n7p111 or <http://dx.doi.org/10.5539/elt.v7n7p111>.
- Dubin, F., & Olhstain, E. (2000). *Course design*. Cambridge, UK: Cambridge University Press.
- Dudzik, D. L. (2008). English policies, curricular reforms, and teacher development in multilingual postcolonial Djibouti. (Unpublished doctoral dissertation). University of Minnesota, MN.
- Duncan, C. (2007). Mixed outcomes: The impact of regional autonomy and decentralization on indigenous ethnic minorities in Indonesia. *Development and Change*, 38, 711-733.
- Durkheim, E. (1961). *Moral education: A Study in the Theory and Application of the Sociology of Education*. New York: Free Press of Glencoe.
- Eagleton, T. (1991). *Ideology: An introduction*. London, UK: Verso.
- English, F. (2010). *Deciding What to Teach and Test: Developing, Aligning, and Leading the Curriculum* (3rd ed.). Retrieved from: <http://www.corwin.com/sites/default/files/upm->

- Elyas, T. (2016). English Language Educational Policy in Saudi Arabia Post 21st Century Enacted Curriculum, Identity, and Modernisation A Critical Discourse Analysis Approach. *FIRE Forum for International Research in Education* 3(3), 70-81.
- Elo, S., Kaariainen, M., Kanste, O., Polkki, T. Utriainen, K. & Kyngas, H. (2014). Qualitative Content Analysis. *Sage Open* 1(10), 1-9. DOI: 10.1177/2158244014522633
- Ena, O.T. (2016). Religious representation in Indonesian e-textbooks: A visual content analysis. In H.H. Setiadjud (Ed.) *Language Literature and Society*. (pp. 142-149). Jogjakarta, Indonesia: Universitas Sanata Dharma.
- Ena, O.T., Yulia, M.F., & Prabandari, C.S. (2016). Gender roles and representations in the English e-textbooks for junior high school in Indonesia. *The Asian EFL Journal: Professional teaching Articles*, 96, 83-99.
- Fairclough, N. (1995a). *Language and power*. London, UK: Longman.
- Fairclough, N. (1995b) *Critical Discourse Analysis: The Critical Study of Languages*. London, UK: Longman.
- Fairclough, N. (2013). Critical discourse analysis and the marketization of public discourse: The universities. In R. Wodak (Ed.) *Critical discourse analysis: Volume I*. (pp. 44-77). London, UK: Sage.
- Fairclough, N. & Wodak, R. (1997). Critical discourse analysis. In T. A. Van Dijk (ed.) *Discourse in social interaction*. (pp. 258-284). London, UK: Sage.
- Federasi Serikat Guru Indonesia. (2013) *Noktah nokta Kurikulum 2013*. Retrieved from <http://fsgi.or.id/noktah-noktah-kurikulum-2013/>
- Flowerdew, J. (2017) Understanding the Hong Kong Umbrella movement: A critical discourse historiographical approach. *Discourse & Society* 28(5): 453–472.
- Formen, A. & Nuttal, J. (2014). Tensions between discourses of development, religion, and human capital in early childhood education policy texts: The case of Indonesia. *International Journal of Early Childhood* 46(1), 15-31.
- Fullan, M. (2000). The return of large-scale reform. *Journal of Educational Change*, 1, 5-28.

- Fullan, M. (1998). Education reform: are we on the right track? *Education Canada*, 38(3), 1- 7.
- Fullan, M. (1994). Coordinating top-down and bottom-up strategies for educational reform. In S. Fuhrman, & R. Elmore (Eds.). *The governance of curriculum* (pp. 186-202). Alexandria, VA: Association for Supervision and Curriculum Development.
- Gandana, I. & Parr, G. (2013) Professional identity, curriculum and teaching Intercultural Communication: an Indonesian case study, *Language, Culture and Curriculum*, 26(3), 229-246. doi: 10.1080/07908318.2013.833620
- Garton, S. (2014). Unresolved issues and new challenges in teaching English to young learners: The case of South Korea. *Current Issues in Language Planning*, 15(2), 201-219. doi: 10.1080/14664208.2014.858657 or <http://dx.doi.org/10.1080/14664208.2014.858657>
- Gee, J.P. (2014a). An introduction to discourse analysis: Theory and method (4th ed.). New York, NY: Routledge.
- Gee, J.P. (2014b). How to do discourse analysis: A toolkit. New York, NY: Routledge.
- Geertz, C. (1996). *After the fact*. Boston, MA: Harvard University Press .
- Gopinathan, S. (2007). Globalisation, the Singapore developmental state and education policy: A dissertation revisited. *Globalisation, Societies and Education*. 5(1), 53-70. doi:10.1080/14767720601133405.
- Government of the Republic of Indonesia. (1945). *Undang-Undang Dasar Republik Indonesia Tahun 1945* [1945 Basic Constitution of the Republic of Indonesia]. Jakarta: Indonesian Government Printing Office.
- Government of the Republic of Indonesia. (1993). *Keputusan Presiden Republik Indonesia No. 4 Tahun 1993 Tentang Satwa dan Hewan nasional* [Indonesian Presidential Decree No. 4 of 1993 regarding Indonesian National Animal and Flowers]. Jakarta: Indonesian Government Printing Office.
- Government of the Republic of Indonesia. (2003b). Act of the Republic of Indonesia on the National Education System. Retrieved October 5th, 2016, from http://planipolis.iiep.unesco.org/upload/Indonesia/Indonesia_Education_Act.pdf
- Government of the Republic of Indonesia. (2013). *Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor*

- 19 Tahun 2005 tentang Standard Nasional Pendidikan [Government Regulation No. 32 Year 2013 on National Standards in Education as the Change of Government Regulation Number 19 Year 2005]. Jakarta: Government Printing Office.
- Gray, J. (2002). The global coursebook in English language teaching. In D. Block & D. Cameron (Eds.). *Globalization and Language Teaching* (pp. 151-167). London, UK: Routledge.
- Guile, D. (2003), From 'Credentialism' to the 'Practice of Learning': reconceptualizing learning for the knowledge economy. *Policy Futures in Education*, 1(1), 83-105.
- Gunantar, D. A. (2017). Textbook analysis: Analyzing English as a Foreign Language (EFL) textbooks from the perspective of Indonesian culture. *Journal of Language and Literature*, 11(2), 173-182.
- Hall, S. (1992). The question of cultural identity. In S. Hall, D. Held, & T. McGrew. *Modernity and its future*. (pp. 273-325). Cambridge, UK: Polity Press.
- Hall, S (1994). The fateful triangle: Race, ethnicity, nation. Cambridge, UK: Harvard University Press.
- Hall, S. (1996). Introduction: Who Needs Identity? In: S. Hall & P. Du Gay (Eds.), *Questions of Cultural Identity* (pp. 1-17). London, UK: Sage.
- Hall, S. (1997). Representation. London, UK: Sage Publications.
- Hall, S., Held, D., & T. McGrew, T. (2005). Introduction. In S. Hall, D. Held, & T. McGrew. *Modernity and its future*. (pp. 1-12). Cambridge, UK: Polity Press.
- Hamied, M. A. (2014). Curriculum change: what does mean to Indonesian TEFL? In H. P. Widodo & N. T. Zacharias (Eds.). *Recent issues in English language education: Challenges and directions*. (pp.12-37). Surakarta, Indonesia: UNS Press.
- Hardt-Mautner, G. (2007). Mining large corpora for social information: The case of elderly. *Language in Society*, 36(1), 51-72. doi: 10.1017/S0047404507070030
- Heiduk, F. (2008). Challenging democracy? The role of political Islam in post-Soeharto Indonesia. Retrieved October 16th, 2017, from: http://www.swp-berlin.org/fileadmin/contents/products/fachpublikationen/islam_democracy_Indonesia_louisville08_final_ks.pdf.

- Hewstone, M., Swart, H. (2011). Fifty-odd years of inter-group contact: From hypodissertation to integrated theory, *British Journal of Social Psychology* 50, 374–386.
- Hlebowitsh, P. S. (2005). Designing the school curriculum. Boston, MA: Allyn and Bacon.
- Hidayat, M., Setiawan, B. & Masita, E. (2007). The Teaching of English as a local content at the primary Schools in Jambi municipality: Problems of implementation and their solutions. *Proceedings of The National Seminar on English Teaching* (pp. 79-93). Palembang, Indonesia: Sriwijaya University.
- Hidayati, T. (2016). English language teaching in Islamic education in Indonesia: Challenges and opportunity. *Englisia*, 3(2), 65-82.
- Hopmann, S. T. (2003). On the evaluation of curriculum reforms. *Journal of Curriculum Studies*, 35(4), 459-478. doi: 10.1080/00220270305520
- Horsley, M. & Wikman, T. (2010). Australia and Finland: A comparison of textbooks and teaching and learning materials in J Rodriguez, M. Horsley & S Knudsen (Eds.). *Local, national and transnational identities in textbooks and educational media: Tenth International Conference on Research on Textbooks and Educational*. (pp. 510-517). Santiago de Compostela, Spain.
- Horwath, J. & Lees, J. (2010) Assessing the influence of religious beliefs and practices on parenting capacity: The challenges for social work. *Practitioners' British Journal of Social Work*, 40(1), 82-99.
- Idris, S. (2014). Language policy and the construction of national and ethnic identities in Indonesia. *US-China Education Review* 4(10). 691-705.
- Ilich, A. (1990). The negotiated curriculum: An alternative approach to the planning, implementation and evaluation of second/foreign language instruction (Unpublished doctoral dissertation). University of California at Berkeley, CA.
- Indonesian Department of Education and Culture. (1975). Kurikulum Sekolah Menengah Pertama (Junior High School Curriculum).
- Indonesian Department of Education and Culture. (1975). Kurikulum Sekolah Menengah Atas (Senior High School Curriculum).
- Indonesian Department of Education and Culture. (1984). Kurikulum Sekolah Menengah Pertama (Junior High School Curriculum).

- Indonesian Department of Education and Culture. (1984). Kurikulum Sekolah Menengah Atas (Senior High School Curriculum).
- Indonesian Department of Education and Culture. (1994). Kurikulum Sekolah Menengah Pertama (Junior High School Curriculum).
- Indonesian Department of Education and Culture. (1994). Kurikulum Sekolah Menengah Atas (Senior High School Curriculum).
- Indonesian Department of National Education. (2003a). Kurikulum 2004: Kerangka Dasar Kurikulum (Curriculum 2004: Curriculum Basic Frameworks). Jakarta: Department of National Education.
- Indonesian Department of National Education. (2003b). Kurikulum 2004: Standar Kompetensi Bahan Kajian (Curriculum 2004: Outcome Competency Standards). Jakarta: Department of National Education.
- Indonesian Department of National Education. (2003c). Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah (Curriculum 2004: Standards of Competency of English at Senior High School and Madrasah Aliyah). Jakarta: Department of National Education.
- Indonesian Department of National Education. (2006a). Peraturan Menteri Nomor 22 Tahun 2006 tentang Standar Isi Pendidikan Dasar dan Menengah [Ministry Decree No 22 of 2006 on Content Standards in Primary and Secondary Education]. Jakarta: Department of National Education.
- Indonesian Department of National Education. (2006b). Peraturan Menteri Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah [Ministry Decree No 23 of 2006 on Outcome Competency Standards in Primary and Secondary Education]. Jakarta: Indonesian Ministry of National Education.
- Indonesian Ministry of Education and Culture. (2013a). Pendidikan karakter melekat pada semua mata pelajaran. Jakarta: Ministry of National Education. <http://www.kemdiknas.go.id/kemdikbud/berita/1165>
- Indonesian Ministry of Education and Culture. (2013b). Elemen perubahan kurikulum 2013. Powerpoint slides. Jakarta: Ministry of National Education.
- Indonesian Ministry of Education and Culture. (2013c). Peraturan Menteri Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah [Ministry Decree No. 54 Year 2013 on Outcome Competency Standards in Primary and Secondary Education]. Jakarta: Ministry of National Education.

- Indonesian Ministry of Education and Culture. (2013d). Peraturan Menteri Nomor 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah [Ministry Decree No. 64 Year 2013 on Content Standards in Primary and Secondary Education]. Jakarta: Ministry of National Education.
- Indonesian Ministry of Education and Culture. (2013e). Peraturan Menteri Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah [Ministry Decree No. 65 Year 2013 on Standards of Process in Primary and Secondary Education]. Jakarta: Ministry of National Education.
- Indonesian Ministry of Education and Culture. (2013f). Peraturan Menteri Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas.Madrasah Aliyah [Ministry Decree No. 69 Year 2013 on Basic Framework and Structure of Senior High School/Madrasah Aliyah]. Jakarta: Ministry of National Education.
- Indonesian Ministry of Education and Culture. (2013g). *Peraturan Menteri Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah* [Ministry Decree No. 671Year 2013 on Teacher Guide Book and Students Textbook for Primary and Secondary School]. Jakarta: Ministry of National Education.
- Indonesian Ministry of Education and Culture. (2014a). Modul pelatihan implementasi kurikulum 2013 SMA Bahasa Inggris. Jakarta: Indonesian Ministry of Education.
- Indonesian Ministry of Education and Culture. (2014b). Peraturan Menteri Nomor 45 Tahun 2014 tentang Pakaian Seragam Sekolah bagi Peserta Didik Jenjang Pendidikan dasar dan Menengah [Ministry Decree No. 45 Year 2014 on School Uniforms for Elementary and Secondary Levels]. Jakarta: Ministry of National Education.
- Indonesian Ministry of Education and Culture. (2014c). Seputar keputusan mendikbud tentang penghentian kurikulum 2013. Retrieved from: <http://www.kemdikbud.go.id/kemdikbud/majalah/pengumuman/seputarkputusanmendikbudsoalpenghentianKurikulum2013.pdf>.
- Indonesian Ministry of Education and Culture. (2014d). Bahasa Inggris kelas XI Semester 1. Jakarta: Indonesian Ministry of Education.
- Indonesian Ministry of Education and Culture. (2014e). Bahasa Inggris kelas XI: Semester 2. Jakarta: Indonesian Ministry of Education.

- Indonesian Ministry of Education and Culture. (2020a). Keterampilan. In Kamus Besar Bahasa Indonesia (Online). Retrieved February 24th, 2020 from: <https://www.google.com.au/amp/s/kbbi.web.id/terampil.html>
- Indonesian Ministry of Education and Culture. (2020b). Kecakapan. In Kamus Besar Bahasa Indonesia (Online). Retrieved February 24th, 2020 from: <https://www.google.com.au/amp/s/kbbi.web.id/cakap.html>
- Jäger, S. (2004) Discourse Analysis: An introduction (4th ed.). Münster: UNRAST-Verlag.
- Jeffers, G. (2011). The transition year programme in Ireland: Embracing and resisting a curriculum innovation. *The Curriculum Journal*, 22 (11), 61-76. doi: 10.1080//009585176.2011.550788.
- Juriet, J.& Lyausheva, S. (2019). Muslim identity in the conceptual field of modern religious studies. *Proceedings of the International Scientific Conference: Achievements and Perspectives of Philosophical Studies* 72. <https://doi.org/10.1051/shsconf/20197202008>
- Kachru, B. B. (1976). Models of English for the third world: White man's linguistic burden or language pragmatics? *TESOL Quarterly*, 10(2), 221-239. doi:10.2307/3585643.
- Kachru, B. B. (1986). *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes*. USA: Pergamon Press.
- Kappes, B. m. (1979). The personal attribute inventory: A measure of self-concepts and personality profiles. In *Educational and Psychological Measurement*, 39(4), 955-958.
- Karseth, B. & Sivesind, K. (2011). In L. Yates & M. Grumet. (Eds.). *Curriculum in Today's world: Configuring Knowledge, identities, work and politics*. (pp. 58-76). NY: Routledge.
- Kim, D. (2013). A history of curriculum thoughts in South Korea: 57BCE-1987. (Unpublished doctoral dissertation). University of Illinois at Chicago, IL.
- Kirkpatrick, A. & Liddicoat, A. J. (2017) Language education policy and practice in East and Southeast Asia. *Language Teaching*, 50(2), 155-188. doi: [10.1017/S0261444817000027](https://doi.org/10.1017/S0261444817000027)
- Kohlberg, L. (1980). Stages of moral development. In Brenda Munsey (Ed.), *Moral development, moral education, and Kohlberg: Basic issues in philosophy, psychology, religion and education* (pp. 17-98). Birmingham AL: Religious Education Press.

- Kramsch, C. (1998). *Language and culture*. Oxford, UK: Oxford University Press.
- Kramsch, C. (2008). Ecological perspectives on foreign language education. *Language Teaching*, 41(3), 389–408.
- Kramsch, C. (2011). The symbolic dimensions of the intercultural. *Language Teaching*, 44(3), 354–367. doi: 10.1017/S0261444810000431.
- Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research*, 1(1), 57-78.
- Kress, G. & van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London, UK: Arnold.
- Kress, G. & van Leeuwen, T. (2006). *Reading images: The grammar of visual design*. London, UK: Routledge.
- Lamb, M. (2013). ‘Your mum and dad can’t teach you!’: Constraints on agency among rural learners of English in the developing world. *Journal of Multilingual and Multicultural Development*, 34(1), 14-29. doi: 10.1080/01434632.2012.697467 or <http://dx.doi.org/10.1080/01434632.2012.697467>
- Lee, J. F. K. & Collins, P. (2009). Australian English-language textbooks: The gender issues. *Gender and Education*, 21(4), 353-370.
- Lee, R. (2006). *Globalization, Language, and Culture*. NY: Infobase Publishing
- Lickona, T., Schaps, E., & Lewis, C. (2007). CEP’s eleven principles of effective character education. Retrieved from www.character.org
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Hoboken, N.J.: Wiley-Blackwell
- Lincoln, S. Y., & Guba, E. G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage
- Lie, A. (2007). Educational policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *TEFLIN Journal*, 18(1), 1-14.
- Liew, P. (2007). *An analysis of gender and ethnic representations in China and Malay primary school reading textbooks: Grade 2-6*. (Unpublished doctoral dissertation). Tennessee State University, TN.
- Lim, L. (2014). Ideology, rationality and reproduction in education: A critical discourse analysis. *Discourse: Studies in the Cultural Politics of Education*, 35(1), 61-76.

- Lingard, B. (2009). Researching education policy in a globalized world: Theoretical and methodological considerations. *Yearbook of the National Society for the Study of Education*, 108(2), 226-246.
- Lingard, R., Mills, M. and Hayes, D. (2000) Teachers, school reform, and social justice: challenging research and practice. *The Australian Educational Researcher*, 27(3), 93-109.
- Liu, Y. (2005). The construction of cultural values and beliefs in Chinese language textbooks: A critical discourse analysis. *Discourse: Studies in the Cultural Politics of Education*, 26(1), 15-30.
- Luke, A. (1995). Text and discourse in education: An interaction to critical discourse analysis. *Review of Research in Education*, 21. 3-48.
- Machin, D. & Mayr, A. (2012). How to Do Critical Discourse Analysis: A Multimodal Introduction. London, UK: SAGE Publications.
- Madya, S. (2007). Searching for an appropriate EFL curriculum design for the Indonesian pluralistic society. *TEFLIN Journal*, 18(2), 197-221.
- Madya, S., Sugeng, B., Maarif, S., Supriyanti, N., Purbani, W., Basikin, B., & Istiqomah, S. (2004) Developing a Model of Teaching English to Primary School Students. *TEFLIN Journal*, 15(2), 255-280.
- Malik, M. R. (2007). Improving decision-making systems for decentralized primary education delivery in Pakistan. (Unpublished doctoral dissertation). Pardee Rand Graduate School, CA.
- Mansouri, F., & Arber, R. (2017). Conceptualizing intercultural understanding within international contexts: challenges and possibilities for education. In Mansouri, F. (ed), *Interculturalism at the crossroads. Comparative perspectives on concepts, policies and practices*. (pp. 25-46). Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO).
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69.
- McClimans, M. C. (2019). Pushing students' self/other boundaries in order to teach critically about difference. (Unpublished doctoral dissertation). The Ohio State University, OH.
- McGrew, T. (2005). A global society? In S. Hall, D. Held, & T. McGrew. *Modernity and its future*. (pp. 61-116). Cambridge, UK: Polity Press.

- McKown, L. (2016). The Crescent and the Cross: Examining the connections among religious identity, national identity, and patterns of political action. (Unpublished doctoral dissertation). American University, Washington DC.
- Mendoza-Denton, N. (2002). Language and identity. In J. K. Chambers, P. Trudgill, & N. Schilling-Estes (Eds.). *The handbook of language variation and change*, (pp. 475-499). Oxford: Blackwell.
- Mistar, J. (2005) Teaching English as a foreign language (TEFL) in Indonesia. In Baine, G. (Ed.). *English to the world: History, curriculum, practice* (pp. 71-80). Mahwah, NJ: Lawrence Elrbaum.
- Mohamed, B. (2011). The implications of religious identity for American Muslims. (Unpublished doctoral dissertation). The University of Chicago, IL.
- Mohd-Ashraf, R. (2005). English and Islam: A clash of civilizations? *Journal of Language, Identity, and Education*, 4(2), 103-118.
- Moser, S. (2008). Performing national identity in postcolonial Indonesia. (Unpublished doctoral thesis). National University of Singapore. Singapore.
- Nababan, P. W. J. (1991). Languages of Indonesia: Case in Indonesia. *International Review of Education*, 37(1), 115-131.
- Nash, R. J. (2002). *Spirituality, ethics, religions, and teaching: A professor's journey*. New York: Peter Lang Publishing, Inc.
- Nation, I. S. P. & Macalister, J. (2010). *Language Curriculum Design*. New York & London: Routledge.
- Neilsen, R., Arber, R., & Weinmann, M. (2017). Re-imagining Asian religious identity: towards a critical pedagogy of religion and race in Australian schools, *Education sciences*, 7(2), 1-15. doi: 10.3390/educsci7020049.
- Neufeld, V. (1996). Webster's new world college dictionary (3rd ed.). New York: MacMillan.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow: Pearson Education.
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd edition). London, UK: Channel View Publications Ltd.
- Official Website of the Republic of Indonesia. (2015). *The Geography of Indonesia*. Retrieved from: <http://www.indonesia.go.id/en/indonesia-glance/geography-indonesia>

- Official Website of the Republic of Indonesia. (2019a). Government of Indonesia. Retrieved from: <https://indonesia.go.id/profil/sistem-pemerintahan>
- Official Website of the Republic of Indonesia. (2019b). Religion. Retrieved from: <https://indonesia.go.id/profil/agama>
- Organisation for Economic Co-operation and Development. (2014). PISA 2012 results. Retrieved from: <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>
- Organisation for Economic Co-operation and Development. (2018). Home. Retrieved from: <http://www.oecd.org>
- Ornstein, A. C, & Hunkins, F. P. (2013). Curriculum: Foundations, principles, and issues. Boston, MA: Pearson.
- Oxford University Press. (2020a). Disposition. In Oxford Advanced Learner's Dictionary. Oxford University Press. Retrieved January 4, 2020, from <https://www.oxfordlearnersdictionaries.com/definition/english/disposition>
- Oxford University Press. (2020b). Moral. In Oxford Advanced Learner's Dictionary. Oxford University Press. Retrieved January 4, 2020, from https://www.oxfordlearnersdictionaries.com/definition/english/moral_1?q=Moral
- Oxford University Press. (2020c). Character. In Oxford Advanced Learner's Dictionary. Oxford University Press. Retrieved January 4, 2020, from <https://www.oxfordlearnersdictionaries.com/definition/english/character?q=Character>
- Oxford University Press. (2020d). Attitude. In Oxford Advanced Learner's Dictionary. Oxford University Press. Retrieved January 4, 2020, from <https://www.oxfordlearnersdictionaries.com/definition/english/attitude?q=Attitude>
- Palmadessa, A. (2014). Higher education and the discursive construction of American national identity. 1946-2013. (Unpublished doctoral dissertation). University of North Carolina at Greensboro, NC.
- Pennycook, A. (1998). English and the Discourses of Colonialism. London, UK: Routledge.
- Pennycook, A. (2004). Critical moments in a TESOL praxicum. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 327-345) Cambridge, UK: Cambridge University Press.

- Perez, D. M. C. (2005). Curriculum reform and teacher education: The loss of innocence. *Taboo: The Journal of Culture and Education*, 9(1), 73-80.
- Perillo, S., & Mulcahy, D. (2010). Performing curriculum change in school and teacher education: A practice-based, actor-network theory perspective. In C. Marsh (Ed.), *Curriculum over thirty years: What have we achieved?* (pp. 73-86). Deakin West, ACT: Australian Curriculum Studies Association.
- Pinar, W.F.R. (2003). *International handbook of curriculum research*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Prastiwi, Y. (2013). Transmitting cultural knowledge through English as a foreign language (EFL): Learning as a means of fostering “Unity in Diversity”. *Academic Journal of Interdisciplinary Studies*, 2(3), 507-513.
- Priyana, J. (2008a). Interlanguage: English for senior high school students XI science and social study program. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Priyana, J. (2008b). Interlanguage: English for senior high school students XI language study program. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Qoyyimah, U. (2016). Inculcating character education through EFL teaching in Indonesian state schools. *Pedagogies: An international journal*, 11(2), 109-126. doi: 10.1080/1554480X.2016.1165618
- Rahardjo, D. P. E. (2013). Kurikulum 2013 ditelanjangi di ITB. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:http://newsfoms.blogspot.com/2013/03/kurikulum-2013-ditelanjangi-di-itb.html>
- Ramsey, E. & Ledbetter, S., (2001). Studying religion: Issues in definition and method’, in I.S. Markam & T. Ruparell (Eds.), *Encountering religion: An introduction to the religions of the world*. (pp. 1-14). Oxford, UK: Blackwell Publishers.
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5-33. doi: 10.1177/0033688212473293.
- Richardson, J. (2007). Analysing newspaper: An approach from Critical Discourse Analysis. New York: Palgrave Macmillan.
- Rizvi, F. & Lingard, B. (2010). Globalizing education policy. London, UK: Routledge.

- Rivera, F.D. (2003). In Southeast Asia: Philippines, Malaysia, and Thailand: Conjunctions and collisions in the global cultural economy. In W. F. Pinnar (Ed.). *International handbook of curriculum research*. (pp. 553-573). New Jersey: Lawrence Erlbaum Associates Publishers.
- Robinson, J., Witenberg, R., & Sanson, A. (2001). The Socialization of Tolerance. In M. Augoustinos & K. Reynolds (Eds.), *Understanding Prejudice, Racism, and Social Conflict* (pp. 73-89). London: Sage Publications Ltd.
- Rose, G. (2016). *Visual Methodologies: An Introduction to the interpretation of visual materials* (4th Edition). London, UK: Sage
- Savelkoul, M., Scheepers, P., Tolsma, J., Hagendoorn, L. (2010). Anti-Muslim attitudes in the Netherlands: tests of contradictory hypotheses derived from ethnic competition theory and intergroup contact theory. *European Sociological Review*, 1-5.
- Scheiner, P. (2010). *Crossings and crosses: Borders, Educations, and Religions in Northern Europe*. Boston, MA: Walter de Gruyter Inc.
- Schreier, M. (2012). *Qualitative content analysis in practice*. Thousand Oaks, CA: Sage.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.
- SekolahDasar.net. (2012). Inilah alasan dilakukannya perubahan kurikulum. Retrieved from <http://www.sekolahdasar.net/2012/11/inilah-alasan-dilakukannya-perubahan.html>
- Sellar, S., & Lingard, B. (2013). The OECD and global governance in education. *Journal of Education Policy*, 28(5), 710-725.
- Sensus Penduduk Indonesia 2013. (2014). Biro Pusat Statistik: Jakarta.
- Sharmani, P. G. (2014). 'After the break': Re-conceptualizing ethnicity, national identity, and 'Malaysian-Chinese' identities. *Ethnic and Racial Studies*, 37(7), 1211-1224.
- Siraj, S. (1990). *An analysis of gender stereotyping in Malay language elementary reading textbooks: Implications for Malaysian education* (Unpublished doctoral dissertation, University of Pittsburgh, PA).
- Smith, A. D. (1983). *Theories of nationalism*. London, UK: Penguin Books of London.
- Smith, B. O., Stanley, William. O., & Shores, J. H. (1950). *Fundamentals of curriculum development*. Yonkers, New York: World Book Company.

- Soepriyatna, S. 2012. Investigating and assessing competence of high school teachers of English in Indonesia. *Malaysian Journal of ELT Research*, 8(2), 38-49.
- Stets, J. E. & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, 63(3), 224-227.
- Stockton, R. J. (2017). Recultured language in Indonesian English language teaching. *Indonesian JLT: Indonesian Journal of English Language teaching*, 13(2), 131-153.
- Street, B. V. (1993). Culture is a verb: Anthropological aspects of language and cultural process. In D. Graddol, L. Thompson & M. Byram (Eds.), *Language and culture* (pp. 23-43). Clevedon, England: BAAL & Multilingual Matters.
- TEFLIN. (2013). Pokok pikiran dan rekomendasi tentang kurikulum pengajaran Bahasa Inggris tahun 2013. Retrieved from: http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/196706091994031-DIDI_SUKYADI/POKOK%20PIKIRAN%20DAN%20REKOMENDASI%20Kurikulum%202013%20final.pdf
- TESOL. (2006). Pre-K English language proficiency standards. Alexandria, VA: TESOL Inc.
- Tisdell, E. J. (2003). Exploring spirituality and culture in adult and higher education. San Francisco: Jossey-Bass.
- Tsolidis, G. (2011). Dressing the national imaginary: Making space for the veiled student in curriculum policy. In L. Yates & M. Grumet, M. (Eds.). *Curriculum in Today's world: Configuring Knowledge, identities, work and politics*. (pp. 17-30). NY: Routledge.
- Tyson, A. D. (2010). Decentralization and adat revivalism in Indonesia: The politics of becoming indigenous. Hoboken: Routledge.
- UNESCO's Declaration of Principles on Tolerance*, The Member States of the United Nations Educational, Scientific and Cultural Organization, adopted 16 November 1995. Retrieved from: http://portal.unesco.org/en/ev.php-URL_ID=13175&URL_DO=DO_TOPIC&URL_SECTION=201.html
- United Nations Development Programme (2013). Human development report 2013: Indonesia. Retrieved from <http://hdrstats.undp.org/images/explanations/IDN.pdf>

- Unruh, G.G. dan Unruh,A. (1984). *Curriculum Development: Problems, Processes, and Progress*. Berkeley, California: McCutchan Publishing Corporation.
- Utomo, E. (2005). *Challenges of Curriculum Reform in the Context of Decentralization: The Response of Teachers to a Competence-Based Curriculum (CBC) and Its Implementation in Schools* (Unpublished doctoral dissertation). University of Pittsburgh, PA.
- van Dijk, T. A. (1991). *Racism and the Press*. London, UK: Routledge and Kegan Paul.
- van Dijk, T. A. (2001). Critical discourse analysis. In D. Tannen, D. Schiffrin, & H. Hamilton (Eds.). *Handbook of Discourse Analysis* (pp. 352-371). Oxford: Blackwell.
- Wang, W. (2008). *Issues relating to teaching, teacher education, teaching materials, and teacher perspectives* (Unpublished doctoral dissertation). University of Waikato, NZ.
- Wedell, M. (2014). *The national English curriculum and the national English assessment system: Close relations or total strangers?* Paper presented at the 10th International Conference on Language Curriculum and Assessment, Bandung, Indonesia.
- Weinmann, M., & Arber, R. (2017). Orientating multilingualism: navigating languages teacher identities, *Curriculum perspectives*, 37(2), 173-179. doi: 10.1007/s41297-017-0028-4.
- Wells, S. L. (2017). *What is English now? The construction of subject English in contemporary textbooks for Australian secondary schools*. (Unpublished Master Research Dissertation). Edith Cowan University, Australia.
- Wiles, J. W. & Bondi, J. C. (2007). *Curriculum development: A guide to practice* (7th edition). NY: Prentice Hall.
- Wodak, R., de Cillia, R., Reisigl, M., & Liebhart, K. (2009). *The discursive construction of national identity* (2nd ed.). Edinburgh: Edinburgh University Press.
- Yates, L. & Grumet, M. (2011). *Curriculum in Today's world: Configuring Knowledge, identities, work and politics*. NY: Routledge.
- Young, M., S. (2011). *A Case of the global-local dialectic: Decentralization and teacher training in Banten Indonesia*. (Unpublished doctoral dissertation). The Florida State University: FL.

- Yulaelawati, E. (2007). *Kurikulum dan Pembelajaran Filosofi Teori dan Aplikasi*. Bandung, Indonesia: Pakar Karya
- Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. *Indonesian Journal of Applied Linguistics*, 3(1). 1-16.
- Yuliantoro, D.A. (2016). Rintisan sekolah bertahap internasional (RSBI) court case and contesting visions of Indonesian national identity. (Unpublished doctoral dissertation). Michigan State University, MI.
- Yumarmanto, M. (2017). English language teaching in Indonesia: Imagines communities and identities in borderless world. In L. Kristanto (Ed.). *Proceedings of The 10th International Conference: Revisiting English Teaching, Literature, and Translation in the Borderless World: My World, Your World, Whose World?* (pp. 145-153). Salatiga, Indonesia: Universitas Kristen Satya wacana.
- Yuwanto, Y. (2012). Politics of national identity: Comparative analysis on Indonesia and South Korea. *Politika: Jurnal Ilmu Politik*, 3(1), 117-122.
- Yusuf, S., Tahun, M., Asyhari, B., & Sudarto, s. (2015). The politics of religious education. Jojga, Indonesia: CRCS-UGM.