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Teaching Values through Literature and Advancing SDG 4: A UNESCO-Based Analysis of Peace, Justice, and Equality in English Literary Works

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DOI : <https://doi.org/10.63230/jocsis.2.4.237>

Sections Info

Article history:

Submitted: February 21, 2026

Final Revised: May 3, 2026

Accepted: June 8, 2026

First Available Online: July 6, 2026

Publication Date: December 27, 2026

Keywords:

English Literature;

Literature Teaching;

Peace;

UNESCO Core Values;

Values Education.

ABSTRACT

Objective: Investigating the representation of UNESCO core values in selected literary works taught in an English Literature program and explores their contribution to values-based education. **Method:** The research employed a qualitative case study approach. Data were collected through textual analysis of selected literary works, including Julius Caesar, Othello, King Lear, Oedipus, Goblin Market, and When I Was One-and-Twenty. The data were interpreted using UNESCO's framework of core human values. **Results:** The findings reveal that the selected literary works prominently represent the values of peace, justice, and equality. These values are reflected through characters' moral struggles, ethical decisions, social relationships, and responses to power, prejudice, and responsibility. The analysis shows that literary texts provide meaningful opportunities for students to engage critically with social and moral issues while developing empathy, ethical awareness, and respect for diversity. **Novelty:** Providing a novel contribution by examining how English literary works function as pedagogical resources for integrating UNESCO core values particularly peace, justice, and equality into literature teaching in higher education. It demonstrates that literary narratives not only enhance students' literary competence but also foster character development, ethical awareness, and values-based learning. Furthermore, the study extends the discourse on literature education by highlighting its contribution to Sustainable Development Goal 4 (Quality Education), particularly Target 4.7, through promoting global citizenship, respect for human rights, cultural diversity, and a culture of peace.

INTRODUCTION

Indonesian education is mandated to cultivate not only students' cognitive abilities but also human virtues such as kindness, honesty, compassion, peace, and non-violence (Dikbud, 2016; Kemendikbud, 2003). National education is defined as education grounded in Pancasila and the 1945 Constitution, rooted in religious and cultural values, and responsive to societal change (Dikbud, 2016). Its function is to develop learners into faithful, knowledgeable, creative, independent, and responsible citizens who contribute to a dignified national civilization (Kemendikbud, 2003). These aims resonate with Ki Hajar Dewantara's view of education as a cultural endeavor that nurtures students' intellectual, emotional, and moral growth through the principles of asah, asih, and asuh (Dewantara, 1977).

This educational perspective is closely aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which emphasizes not only equitable access to education but also the development of learners' values, attitudes, and competencies for sustainable development. Specifically, Target 4.7 highlights the importance of education in fostering global citizenship, respect for human rights, cultural diversity, gender equality, social justice, and a culture of peace. In this context, literature provides a powerful educational medium because literary works encourage learners to critically engage with diverse human experiences, ethical dilemmas, and social issues. Therefore, integrating UNESCO core values through literature teaching represents a