

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains a brief description of the entire content of the research. This includes the research background, research questions, research purposes, significance of the research, scope of the research, the research framework, and the last previous research about ESD analysis.

#### **A. Background**

This study investigates the principles of Education for Sustainable Development (ESD) embedded in an Indonesian English textbook. ESD facilitates the transition toward a sustainable future, aligning with the vision of the United Nations Sustainable Development Goals (SDGs) (Kioupi & Voulvoulis, 2019). As a key initiative introduced by UNESCO, ESD addresses both environmental and social challenges. Education plays a vital role in addressing global issues, advancing social objectives, promoting tolerance, and fostering peaceful societies (United Nations, 2020). Therefore, it is essential to examine learning materials and integrate sustainability issues into textbooks to ensure the incorporation and implementation of ESD principles in English Language Teaching (ELT).

Moreover, English functions as a foreign language for most elementary and middle school students in Indonesia, requiring the support of diverse learning resources such as audio, video, and, most prominently, textbooks. These textbooks act as critical educational tools that familiarize students with curriculum content (Bernstein, 1990; Ibáñez et al., 2019). Within English learning contexts, textbooks serve as the primary source of linguistic input for classroom instruction and practice, making them indispensable components of language education (Richards, 2019).

Furthermore, the Merdeka Curriculum aims to enhance students' learning experiences by emphasizing contextual and real-life relevance. This goal aligns closely with UNESCO's ESD framework, particularly in promoting environmental stewardship and peaceful coexistence (Riyanto, 2019). English plays a crucial role in advancing sustainability discussions by fostering intercultural understanding and enabling effective communication across

linguistic boundaries (UNESCO, 2017). Through English, students engage in global conversations surrounding climate change, social justice, and environmental preservation, thereby improving language skills and global awareness. By embedding sustainability concepts into multiple subjects, the curriculum encourages critical thinking and nurtures students' sense of responsibility toward global issues.

In addition, textbooks, which function as key pedagogical elements, support ESD by providing independent learning resources, offering instructional guidance, and enhancing teacher confidence in delivering lessons (Kodriyah et al., 2018). Given their significant educational impact, textbooks must integrate sustainable development topics to effectively embed ESD principles in ELT. Well-designed materials can structure opportunities for students to engage with real-world sustainability issues, thereby enhancing critical thinking and problem-solving abilities.

Textbooks also play an integral role in Indonesia's educational system, acting as a primary element of the curriculum that shapes content delivery, instructional approaches, and classroom practices while supporting student learning (Maryam, 2023). This reflects the researcher's recognition of textbooks as central to students' academic development. A high-quality English textbook must meet several core criteria: it must be visually engaging and deliver well-structured, in-depth content across chapters. Accordingly, this study selects the English for Nusantara textbook for Grade 7, the latest edition published by the Ministry of Education, Culture, Research, and Technology, which is aligned with the Merdeka Curriculum. The research aims to examine how effectively the textbook reflects the principles of ESD.

In this study, the analysis is limited to two pillars of ESD, namely the social and environmental dimensions. This decision is made because both pillars are highly relevant to the content of the English for Nusantara textbook, which frequently illustrates social values such as tolerance, cooperation, and cultural diversity, as well as environmental issues like waste management, climate change awareness, and the preservation of ecosystems. The social and environmental pillars represent the most visible and widely addressed dimensions of ESD in

educational contexts, as they directly connect with students' daily experiences and foster active engagement with sustainability challenges (Kioupi & Voulvoulis, 2019). Moreover, education for sustainability should prioritize contextual and meaningful aspects for learners, which makes the social and environmental pillars particularly appropriate for secondary-level English textbooks (Sterling, 2010).

Finally, previous research provides relevant insights into the integration of ESD in English learning materials. For instance, Adiyan (2021) analyzes character education in English textbooks, focusing on honesty and discipline, and identifies 28 characters values across listening, speaking, reading, and writing, with the highest concentration in reading. Shabrina (2022) investigates the inclusion of ESD principles in the Grade 8 textbook *When English Rings a Bell*, identifying 9 out of 11 ESD principles, while noting the absence of poverty reduction and disaster risk reduction themes. Additionally, Lasekan, Ishihara, and Yamamoto (2023) assess SDG representation across the Headway series, using content analysis to identify patterns of integration. They also examine grammar exercises such as passive voice, pronouns, and future tense, which are used to enhance five core sustainability competencies. Those studies explore how ESD principles and SDG themes are integrated into English textbooks at various educational levels. While Shabrina (2022) and Lasekan et al. (2023) examine broader SDG coverage, the present study focuses on the English for Nusantara textbook for Grade 7, targeting 12 SDGs from the social and environmental pillars.

## **B. Research Questions**

The problem in this study is formulated into the following research question:

1. What are the ESD principles that exist in the English textbook entitled *English for Nusantara* for the 7th grade students at Junior High School?
2. How the ESD principles are reflected in the content of the English textbook entitled *English for Nusantara* for the 7th grade students at Junior High School?

### **C. Research Purposes**

From the research question above, the aims of this study are:

1. To identify the ESD principles in English Textbook *English for Nusantara* for the 7th grade students at Junior High School.
2. To explore the ESD principles reflected in the content of the English textbook entitled *English for Nusantara* for the 7th grade students at Junior High School.

### **D. Research Significances**

This study is anticipated to support the advancement and realization of the Sustainable Development Goals (SDGs) in Indonesia. The findings provide insight into the extent to which ESD principles are integrated into EFL teaching and learning, particularly within the 7th-grade EFL textbook. Theoretically, this research serves as an initial contribution by offering information on ESD-based textbooks as learning materials for both EFL students and teachers in Indonesia. Furthermore, it can serve as a valuable reference for researchers and educators with an interest in this field.

Practically, this research will contribute to ELT teacher and practitioners to promote the improvement of teaching and learning by selecting learning topics which are appropriate with current world condition.

### **E. Research Scope**

This study investigates how the principles of Education for Sustainable Development (ESD) are incorporated into English textbooks for grade 7 students in junior high schools and the representation of SGD points in the textbook. The SDG points are categorized into four pillars: the economic pillar, the partnership and implementation pillar, the social pillar, and the environmental pillar. In this study, the researcher focused solely on the social and environmental pillars to analyze selected chapters from the 7th-grade textbook *English for Nusantara*. The researcher examined all chapters in the textbook.

### **F. Conceptual Framework**

Education for Sustainable Development (ESD), according to UNESCO, is a key idea for teaching and learning in the new millennium. ESD has been

identified by UNESCO (2019) as a crucial enabler of the Sustainable Development Goals (SDG).

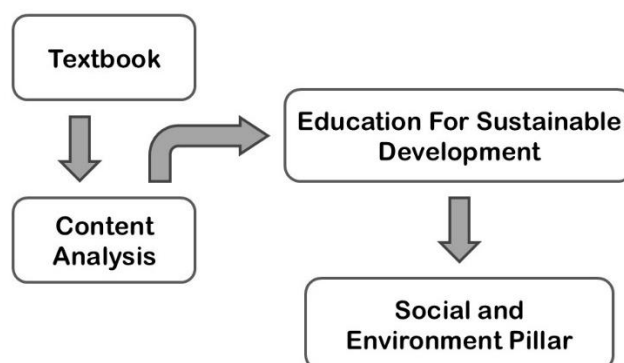


Figure 1.1 Conceptual Framework

In its broadest sense, Education for Sustainable Development (ESD) is education for revolutionary change, aiming to build more just, resilient, and sustainable communities (UNESCO, 2012). It represents a transformative approach to learning that goes beyond the transmission of knowledge, emphasizing the integration of sustainability principles into all aspects of education. ESD promotes inclusion, equity, and accessibility, ensuring that all learners, regardless of background, are empowered to engage with sustainability issues in meaningful ways.

Effective implementation of ESD in classrooms requires supporting learning materials, such as textbooks. Textbooks not only provide structured content that aligns with learning objectives but also serve as a reliable resource for both teachers and students (Kodriyah et al., 2018). In language learning contexts, textbooks offer a framework that organizes linguistic materials while supporting various teaching and learning strategies (Amerian & Khaivar, 2014). Given their role in facilitating knowledge acquisition and skill development, textbooks can be an important medium to integrate ESD principles into the curriculum, ensuring that sustainability concepts are systematically embedded within educational practices.

However, the effectiveness of textbooks in supporting ESD integration also depends on how teachers perceive and respond to these materials. The term 'teachers' responses' can be translated as 'teachers' beliefs or ideas'. Clark and

Peterson (1986) argue that teachers' beliefs shape their thought processes, which influence how they engage with and implement learning materials. According to McLaughlin (2009), teachers' responses are shaped by their educational understandings and daily experiences, including traditions, history, training, and professional practice. In the context of ESD integration in textbooks, teachers play a crucial role in evaluating the relevance, effectiveness, and applicability of sustainability concepts in language learning. Since they are responsible for facilitating, delivering, and contextualizing learning materials, their perspectives are essential in assessing whether ESD principles are adequately embedded in textbooks and how these materials support meaningful sustainability education in the classroom.

### **G. Previous Study**

Several research studies have been carried out to examine how ESD is implemented in ELT and Indonesian education. First, research by Adiyan (2021) conducted a study analyzing character education in English textbooks with a focus on honesty and discipline. This study employed the content analysis method within a qualitative research approach. Data were gathered through an intensive and repeated reading of the textbook, followed by an analysis of character education content. The findings revealed 28 character education values, with 4 in listening skills, 10 in speaking, 13 in reading, and 1 in writing. The most dominant character education values were found in reading skills. In contrast to Adiyan's study, which focused on honesty and discipline in EFL textbooks, this research examines the integration of Education for Sustainable Development (ESD) principles in EFL textbooks.

The second previous research by Sabrina A. N. (2022) is aimed to find out the ESD principles in English Textbook "When English Rings a Bell" for the VIII grade of Junior High School. This study uses the content analysis method in conjunction with a qualitative approach. Furthermore, the interview is carried out in order to enhance the process of gathering data. The research results reveal there are only 9 out of 11 ESD principles that appeared in the textbook. The ESD principles for reducing poverty and disaster risk reduction are completely absent. Although they acknowledge that there are still issues and recommendations with

the ESD-based materials in the textbook, another finding shows that English teachers have positive reactions to the ESD-based materials.

Third, the research comes from Lasekan, Ishihara, and Yamamoto (2023). This study explores the potential of the fifth edition of the Headway EFL textbook in fostering sustainability awareness and competencies in Education for Sustainable Development (ESD). It aims to identify themes related to the Sustainable Development Goals (SDGs) and grammatical exercises that enhance sustainability skills. Using a constructivist research approach and content analysis, the study connects language skill development (reading, listening, writing, and speaking) with the 17 SDGs. It also examines grammatical tasks that support anticipatory, systems-thinking, normative, strategic, and interpersonal competencies. The study found that 15 out of 17 SDGs are represented across six textbook levels, except for SDGs 6 and 1, while grammar exercises like passive voice, pronouns, and future tense enhance five core sustainability competencies.

Last two previous studies have analyzed the integration of Education for Sustainable Development (ESD) principles in English textbooks at different educational levels. Shabrina (2022) examined the Grade 8 textbook *When English Rings a Bell* and identified 9 out of 11 ESD principles, excluding those related to poverty reduction and disaster risk reduction. Meanwhile, Lasekan, Ishihara, and Yamamoto (2023) analyzed the Headway English series used in high schools, evaluating all 17 Sustainable Development Goals (SDGs) and their connection to language skills and grammar exercises. In contrast, this study focuses on the 7<sup>th</sup> grader textbook entitled *English for Nusantara* and specifically investigates 12 SDG points from the social and environmental pillars, offering a more targeted approach to sustainability themes in EFL materials.