

ABSTRACT

Yulianisa, Shofia (2025). EXAMINING ENGLISH JUNIOR HIGH SCHOOL TEXTBOOK USING THE PRINCIPLE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD): AN ANALYSIS OF “*ENGLISH FOR NUSANTARA*” FOR 7TH GRADE

The integration of Education for Sustainable Development (ESD) into English Language Teaching (ELT) is essential to promote sustainability awareness among students. As textbooks play a central role in shaping language learning experiences, it is important to assess how sustainability principles are embedded in such materials. This study investigates the extent to which ESD principles, particularly those from the social and environmental pillars of the Sustainable Development Goals (SDGs), are represented in the *English for Nusantara* textbook for Grade 7 students. The research aims to identify and analyze the presence and reflection of these principles throughout the textbook's content.

This study uses a qualitative descriptive method with content analysis as the main approach. The data source is the *English for Nusantara* textbook, published by the Indonesian Ministry of Education, Culture, Research, and Technology. The analysis examines both visual and textual elements across all six chapters to determine their connection to 12 selected Sustainable Development Goals (SDGs), which include seven from the social pillar and five from the environmental pillar. The collected data are then categorized, coded, and interpreted to identify how often and how deeply Education for Sustainable Development (ESD) is represented in each chapter.

The findings show that ESD principles are integrated both implicitly and explicitly throughout the textbook. SDG 3 (Good Health and Well-being) and SDG 5 (Gender Equality) are the most frequently represented among the social pillar goals. From the environmental pillar, SDG 13 (Climate Action) and SDG 15 (Life on Land) appear most prominently. These principles are presented through texts, dialogues, and illustrations that reflect sustainability values in real-life contexts such as healthy living, gender equity, school activities, and environmental care.

The study concludes that *English for Nusantara* contributes to the promotion of sustainability education through its ESD content. However, certain SDG themes, such as poverty reduction and peace education, appear less frequently, indicating areas for future improvement. It is recommended that future textbook development incorporate a more balanced representation of SDG themes and provide clearer instructional support for teachers to implement sustainability-based learning effectively.

Keywords: Education for Sustainable Development; Sustainable Development Goals; English Textbook; Content Analysis; EFL