JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)
English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin
Volume 9 Number 1 2026

Representation of Sustainable Development Goals in an Indonesian EFL Textbook

Khoiru Nisa Atika[1]
Universitas Negeri Semarang
khoirunisaatika25@students.unnes.ac.id

Alief Noor Farida[2]
Universitas Negeri Semarang
aliefnoorfarida@mail.unnes.ac.id.

Abstract: This study identifies the Sustainable Development Goals (SDGs) represented in the English for Nusantara textbook for eighth grade and analyzes how these goals are implemented in learning activities and task instructions. This study uses a qualitative research design with a qualitative content analysis approach to analyze the representation and pedagogical integration of SDGs in English as a Foreign Language (EFL) textbooks. The results show that various integrated SDGs, such as environmental, social, health, and institutional, align with the principles of Education for Sustainable Development (ESD) and SDG 4.7. The most frequently and explicitly conveyed representations relate to environmental goals, such as climate action, sustainable consumption, and ecosystem protection, indicating that ecological issues tend to be biased over the socio-economic and institutional dimensions of the Sustainable Development Goals (SDGs). Meanwhile, social, health, and institutional objectives are more often conveyed implicitly by instilling values such as empathy, cooperation, self-awareness, and civic responsibility.
Keywords: *Sustainable Development Goals, EFL, ESD, Textbook*

INTRODUCTION

Global challenges, such as poverty, hunger, widening inequality in society and the economy, disease outbreaks threatening pandemics, armed conflict, and human rights violations, continue to put pressure on education systems to prepare the next generations with the insights, skills, and values needed for a sustainable future (UNDP, 2023). In response, in 2015, the United Nations established the Sustainable Development Goals (SDGs) as a global framework for the period until 2030, which requires education to contribute directly and indirectly to the achievement of all 17 goals (Nation, 2015). Through the ESD Action Plan 2030, UNESCO is implementing this directive by asking each country to incorporate sustainability principles, values, and competencies into its curricula, teaching approaches, and learning materials (UNESCO, 2019, 2020).

In the SDGs, SDG 4 on education plays an important role, especially in terms of Quality Education, which not only focuses on access and distribution but also on strengthening global citizenship, critical thinking, and sustainable living (UNESCO, 2020). SDG 4.7 encourages the integration of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), making teaching materials essential elements in shaping students' values and

perspectives. Beyond the aspects of access and educational attainment, international research emphasizes that Education for Sustainable Development should not only focus on imparting factual knowledge but also on fostering sustainability competencies such as critical thinking, ethical consideration, cooperation, and transformative action (Laurie, Nonoyama-tarumi, & Mckeown, 2016; Sterling, 2016). In formal education, textbooks are the most widely used teaching materials and occupy a central position, serving not only as a medium for language teaching but also as an essential medium for conveying values of sustainability, global citizenship themes, and socio-cultural perspectives in the classroom context (Al Darayseh & AlHawamdeh, 2024; Annamalai, Zakarneh, Kabilan, & Karmina, 2025; Lasekan, Méndez-Alarcón, Mathew, & Campos, 2023).

This role is particularly important in English as a foreign language (EFL) education, as the classroom is implicitly positioned as a place that facilitates students' interaction with global discourse, intercultural perspectives, and social meanings that arise outside their everyday experiences (Canale, 2016b). Thus, at this point, the role of textbooks is not only as a pedagogical tool but also as an ideological artifact that cultivates social meaning, legitimizes certain values as usual, and shapes the role of students as social actors in the global sphere (Guna & Darong, 2023; Leicht, Heiss, & Byun, 2018; UNESCO MGIEP, 2017). When the theme of sustainability is deeply implemented in EFL material, the language learning process will have the potential to develop communicative competence as well as social awareness. Thus, it is very important to study the SDGs in EFL textbooks to examine the extent to which they contribute to Education for Sustainable Development (ESD).

In Indonesia, teaching and assessment practices in English as a Foreign Language (EFL) still rely heavily on textbooks. In addition to language, textbooks also convey worldviews and beliefs that can introduce inclusive and sustainable principles or maintain prejudices. This duality is also reflected in previous research on EFL textbooks in Indonesia. According to research, the book When English Rings the Bell still employs gender stereotypes in its descriptions of applicable social norms, character depictions, attributes, and domestic role divisions based on traditional values, which raises concerns about gender equality among early adolescents (Wiraningsih, Suwastini, & Padmadewi, 2025). This issue is not unique to Indonesia; it occurs in other countries as well. Cross-country research consistently shows that gender equality and inclusivity remain issues in language textbooks, which are the focus of SDGs 5 and 10, and that these textbooks often perpetuate stereotypes and narrow social roles (Abdelhay & Benhaddouche, 2015; Amini & Birjandi, 2012; Chan, 2021; Kumar, Kumari, Mckeown, & Syed, 2025). On the other hand, a recent analysis of English for Nusantara teaching proposes a way to adapt English as a Foreign Language (EFL) teaching to skills relevant to the Sustainable Development Goals (SDGs) in order to emphasize cultural diversity and critical thinking. The focus on intercultural diversity and the development of advanced thinking skills, which are primary to Education for Sustainable Development, aligns with these pedagogical characteristics, especially Sustainable Development Goal (SDG) 4.7. (Febraningrum & Suroso, 2023).

The implementation of English for Nusantara as part of the Merdeka Curriculum reflects a new, student-centered, context-based, and value-oriented policy shift. The emphasis on the Pancasila Student Profile, such as being faithful and devoted to God and having noble character, being globally diverse, cooperative, independent, critical thinkers, and creative, theoretically shows a strong level of correlation with the Sustainable Development Goals (SDGs) framework. For example, the values of global diversity and cooperation align with the

principles of SDG 10 (Reduced Inequalities) and SDG 17 (Partnerships for the Goals). In contrast, the values of critical thinking and creativity contribute to the development of transformative competencies emphasized in SDG 4.7. Efforts to create an inclusive, peaceful, and environmentally conscious society in line with the SDGs are also reflected in the emphasis on moral responsibility and social awareness. Thus, it can be said that the values in the Pancasila Student Profile align with the global sustainable development framework. Although theoretically aligned, these principles have not been consistently integrated into the structure and content of learning materials, so that applying them in learning practice requires a more structured pedagogical approach.

Overall, existing research indicates that textbooks addressing issues related to Education for Sustainable Development (ESD) and Sustainable Development Goals (SDGs) receive significant attention. Previous studies have explored sustainability issues represented in science textbooks, social studies, and English as a Foreign Language (EFL) in various educational contexts (Al Darayseh & AlHawamdeh, 2024; Annamalai et al., 2025; Eliyawati, Widodo, Kaniawati, & Fujii, 2022; Lasekan et al., 2023). However, recent cross-country research shows that although SDG representation is not yet comprehensive. Arslan & Curle (2021) show that environmental issues are prioritized over social and institutional aspects, which receive less attention in the analysis of EFL textbooks. Qablan et al. (2025) found that only a small portion of the SDGs were represented in the analyzed curriculum and textbooks, so their integration appeared to be selective rather than comprehensive. Similarly, in a study of geography textbooks, Varjas (2022) discovered that there was an uneven distribution of sustainability representations in geography textbooks, with environmental concerns being discussed more explicitly than social and economic aspects. Based on these findings, textbooks often present a distribution of sustainability representations that is unbalanced among the three main pillars: the environment, society, and the economy.

However, there are still several research gaps that can be filled. Generally, previous studies have focused more on the frequency of themes or visual representations. At the same time, systematic mapping of all EFL textbook units against all 17 Sustainable Development Goals (SDGs) is still limited. In addition, learning activities and task instructions as pedagogical spaces for implementing SDG values in learning are still limited. From an educational perspective, task instructions serve as a medium for improving student competence because they can influence their mindsets, discussion topics, and actions. In the context of ESD, rather than just being given material passively, sustainable development competencies such as critical thinking and social responsibility are developed through active tasks that emphasize practice (Cordova, 2024; Kioupi & Voulvoulis, 2019). Meanwhile, research specifically examining this field in EFL textbooks in Indonesia, which are aligned with the Merdeka Curriculum at the secondary school level, is still limited.

This study fills a gap by analyzing the integration of SDGs through learning activities and task instructions in the English for Nusantara textbook for Grade VIII. By shifting the focus from simply analyzing the existence of content to how students are directed to interact with it, this study makes a new contribution to the study of English as a Foreign Language (EFL) textbooks and Education for Sustainable Development. Therefore, the results of this study are expected to enrich theoretical research and to have practical implications.

RESEARCH METHODOLOGY

Research Design

This study uses a qualitative research design to analyze the representation and pedagogical integration of Sustainable Development Goals (SDGs) using a qualitative content analysis approach in English as a Foreign Language (EFL) textbooks. Regarding text and visual materials, the qualitative content analysis approach is considered relevant because it gives researchers the chance to analyze patterns, meanings, and values through a framework organized around teaching materials. Krippendorff (2019) states that qualitative content analysis has the potential to interpret explicit and implicit content because it provides an adaptive framework, allowing researchers to draw valid and replicable conclusions in social and educational contexts. In the field of textbook and discourse analysis, values and ideological aspects, including social, cultural, and sustainability issues in language teaching materials, have been successfully analyzed through a qualitative approach in previous studies (Amini & Birjandi, 2012; Kumar et al., 2025; Saifuddin, 2018).

Data and Source of Data

This study utilizes the English for Nusantara textbook for Grade VIII, published by the Ministry of Education and Culture of the Republic of Indonesia and used nationwide in the Kurikulum Merdeka, as a source of data. This textbook was purposely selected because it represents the current national policy on English education and applies curriculum principles that emphasize independent learning, cultural diversity, and strengthening character. The data in this study covers all elements of learning in the textbook, including reading texts, dialogues, learning activities, task instructions, projects, and visual representations. Previous research has shown that the textual and visual components in EFL textbooks serve a semiotic function that reflects social values and ideological attitudes (Canale, 2016a)

Data Collection Technique

Data collection was obtained through systematic document analysis of the English for Nusantara Grade VIII textbook used in the implementation of the Merdeka Curriculum in Indonesia. This document-based study focused on learning activities and task instructions in each chapter, considering that this section reflects the implementation of curriculum values and active student participation. SDG content was identified based on the SDG framework, which covers sustainability issues, either through direct mention or indirect representation through task instructions, such as activities that introduce cooperation, empathy, and concern for the environment.

Data Analysis Technique

In this study, data were analyzed using a qualitative content analysis approach to explore the application of SDGs in the English for Nusantara textbook for eighth grade. Qualitative content analysis is suitable because it provides a systematic and transparent process for processing textual and visual data through the formation and application of thematic categories. According to Kuckartz (2019), this approach allows researchers to analyze recurring themes and manage qualitative data that has been adjusted to the predetermined focus of the analysis. In textbook research, qualitative content analysis is considered the appropriate approach for analyzing valuable themes, including the issue of sustainability in formal education.

This study describes the unit of analysis as a single learning activity found in a textbook. These learning activities refer to learning tasks that have clear boundaries and are marked with specific labels, such as Reading, Writing, Listening & Speaking, Viewing, and Reflection. Regardless of the number of images, texts, or sub-questions available, each activity is considered a single unit of analysis. If a page contains more than one learning activity, each activity is coded separately.

In identifying SDG representations, this study uses a coding framework based on the 17 Sustainable Development Goals set by the United Nations (UNESCO, 2017a), reinforced by a curriculum-based SDG analysis model by Kioupi & Voulvoulis (2019). The 17 SDGs are used as analytical categories to identify sustainability themes in learning activities. Learning activities are considered explicitly integrated when concepts or actions related to sustainability are clearly conveyed in the learning content. Meanwhile, learning activities are said to be implicitly integrated when sustainability themes are conveyed implicitly through contextual narratives or visual presentations. Learning activities are then classified as absent when they do not connect to any SDG goals.

Given the interconnectivity among the 17 SDGs, each learning activity is categorized by its main theme and alignment with the UN SDG framework (UNESCO, 2017a). Environmental SDGs such as SDG 6 (clean water and sanitation), SDG 12 (responsible consumption and production), SDG 13 (climate action), SDG 14 (life below water), and SDG 15 (life on land) are categorized when activities focus on environmental protection, natural resource management, biodiversity, or climate-related issues. When activities highlight issues of welfare, social inclusion, equality, civic responsibility, and social justice, they are categorized as social and institutional SDGs such as SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions). The designation of more than one SDG is only made when the learning activity clearly and significantly represents more than one sustainability theme.

Macro-level analysis is employed to examine the patterns of SDG representation throughout the chapters of the textbook. This analysis focuses more on category-based emphasis on the distribution of themes across all data coverage. According to Kuckartz (2019), an analysis approach based on categories and themes allows researchers to compare key issues between sections of text and analyze more comprehensive representation patterns in educational materials. This approach enables structured cross-sectional comparisons while preserving the textbook's structure by analyzing the distribution of themes across all chapters and learning activities.

To enhance the trustworthiness of the analysis, the coding process is based on clear operational criteria to improve the reliability of the analysis. Data is reviewed repeatedly to ensure internal consistency in coding decisions. This study provides representative examples of coded activities to enable transparency and analytical traceability.

The macro analysis approach allows for a systematic and controlled comparison of SDG integration across all chapters. This approach is appropriate for research that focuses on mapping sustainability in language textbooks, rather than evaluating the effectiveness of individual pedagogical tasks. The findings of this study provide an understanding of the contribution of English teaching materials to values aligned with sustainable development in the context of formal education.

RESULT AND DISCUSSION

This chapter presents the findings of a study obtained from the systematic coding of the English for Nusantara Grade VIII textbook. These findings are based on completed coding sheets that record the explicit and implicit representations of the Sustainable Development Goals (SDGs) across learning activities. This analysis focuses on the distribution of learning activities according to these two categories. The table below presents the distribution of learning activities, their level of integration, and the corresponding percentages.

Integration Level	Number of Activities	Percentage
Explicit	6	60%
Implicit	4	40%
Total	10	100%

Table 1. Results of SDG Integration in Learning Activities

The findings of a qualitative content analysis of the English for Nusantara Grade VIII are presented in this part with a focus on the integration of the SDGs through learning activities and task instructions. In addition to detecting sustainability themes, this analysis examines the integration and implementation of SDG values across various classroom assignments. The research findings show that multiple SDGs have been integrated and implemented in the textbook in all chapters, but with different levels of integration. This indicates alignment with the principles of Education for Sustainable Development (ESD), although the depth, balance, and transformative potential remain limited.

The analysis shows that, at the macro level, SDG representation is distributed across several chapters and is not focused on any particular unit. The distribution across chapters reflects an effort to integrate sustainability into language learning rather than treating it as a separate topic. Based on the Sustainable Development Goals (SDGs) framework, the SDGs found in this analysis include several goals, namely SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 6 (Clean Water and Sanitation), SDG 10 (Reduced Inequalities), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), SDG 14 (Life Below Water), SDG 15 (Life on Land), and SDG 16 (Peace, Justice, and Strong Institutions) as described in the SDGs framework for educators (UNESCO, 2017b). Thus, this textbook presents the environmental, social, and institutional aspects of sustainability, but its presentation remains uneven.

Based on the coding results, six of the ten learning activities related to the SDGs are explicitly integrated, and four are implicitly integrated with sustainability issues. Learning activities are categorized as explicitly integrated when sustainability values or issues are clearly conveyed in learning materials or task instructions. Meanwhile, implicit integration occurs when sustainability values or issues are conveyed implicitly in learning activities. Although explicit integration is more prevalent in this textbook, activities with implicit SDG integration remain significant. These findings support previous research showing an imbalance in the SDGs in EFL textbooks (Arslan & Curle, 2021). Still, they also indicate that the analyzed textbooks exhibit a higher level of explicit integration.

Social and Institutional Sustainability

One example of implicit integration appears in Chapter 1, which discusses Celebrating Independence Day. Through the "Say What You Know" activity, students are invited to discuss Independence Day celebrations and other community events. This learning activity is implicitly aligned with SDG 16 (Peace, Justice, and Strong Institutions) by emphasizing community involvement, shared values, and social togetherness. In addition, in the same chapter on listening and speaking activities, students discuss traditional games and community involvement in Independence Day celebrations, thereby developing attitudes of cooperation and peaceful social interaction. Although the SDGs, as a global framework, are not explicitly stated, these activities can introduce national and cultural themes a introduce institutional and civic values related to sustainability.

The implicit representation of SDG 16 through cultural practices illustrates previous research that, in general, EFL textbooks convey social and citizenship values more through local stories and activities than through global discourse (Canale, 2016a; Guna & Darong, 2023). From a pedagogical perspective, this approach makes learning more relevant and accessible to students' experiences. However, students' understanding of the global context with a broader scope of the values taught may also be limited. Without a clear connection to the SDGs or global citizenship, students may view these activities as merely cultural or moral lessons rather than as part of a broader sustainability agenda. In contrast to Chapter 1, Chapter 2, Kindness Begins with Me, integrates SDG 10 (Reduced Inequalities) more clearly and explicitly. Students are invited to understand and analyze issues of difference, acceptance, and discrimination through a reading activity based on the story "The Ugly Duckling." This task teaches students to respect differences and empathy, and encourages them to think about the emotional and social impacts of exclusion. This activity is followed by a task to rewrite the story "Elephant and Friends," which has themes of friendship and Kindness, so that students can produce texts that represent the values of inclusion and social justice.

As a learning medium, narrative-based pedagogy can be an effective tool for integrating social sustainability values into EFL learning. Through emotional engagement and student creativity, these tasks help students think more deeply about inequality, rather than simply teaching moral values. The results of this study align with the opinion of Bekteshi and Xhaferi (2020) that language learning is effective in addressing SDG social issues, especially when students are active participants in constructing meaning rather than merely receiving information. In addition, rewriting stories can help students understand other people's perspectives, which is an important competency in ESD (Laurie, Nonoyama-Tarumi, Mckeown, & Hopkins, 2016). Although Chapter 2 explicitly integrates SDG 10, the integration remains limited and has not been extended across all chapters of the textbook. Other aspects of social sustainability, such as gender equality (SDG 5) and the reduction of institutional barriers, appear to have been omitted or addressed only implicitly. These findings are in line with comparative research on textbooks in Turkey and Malaysia, which shows that SDGs related to social justice issues generally appear less frequently than those focused on the environment (Annamalai et al., 2025; Arslan & Curle, 2021).

Environmental Sustainability Focus

Environmental aspects are the most frequently mentioned and represented sustainability issues in the textbooks. Chapters 3, Love Our World, and 4, No Littering, contain many learning activities that directly integrate SDGs 6 (Clean Water and Sanitation), 12 (Responsible

Consumption and Production), 13 (Climate Action), 14 (Life Below Water), SDG 15 (Life on Land). In Chapter 3, students are asked to look at posters about water conservation, donating used books, and maintaining cleanliness, which explicitly integrate SDGs 6 and 12. In the next activity, students are asked to work in groups to create posters on ways to save the Earth, using language as a medium to voice environmental issues. In addition, Chapter 4 integrates SDGs 14 and 15 by providing reading texts on plastic pollution and its impact on ocean and terrestrial ecosystems. The next activity is writing, in which students are asked to produce a narrative text about the "Bye Bye Plastic Bags" movement, which bridges global environmental issues with real-world action. These activities demonstrate explicit pedagogical integration, in which the theme of sustainability is conveyed not only through the learning materials but also through tasks that directly involve students, encouraging creativity, collaboration, and the contextual use of language.

The dominant environmental theme describes a pattern commonly found in sustainability-oriented textbooks. As seen in previous studies, environmental issues are more often integrated into textbooks because they are real, easy to visualize, and easy to incorporate into classroom learning activities (Eliyawati et al., 2022; UNESCO MGIEP, 2017). In the context of EFL learning, environmental issues are best developed through descriptive, procedural, and persuasive tasks, which are pedagogically appealing. From an ESD perspective, such tasks can help shape environmental awareness and attitudes, especially when students are asked to provide solutions that engage with real-world environmental movements.

The prominence of environmental sustainability over other aspects of sustainability raises concerns about balance. Other aspects of sustainability receive little attention, even though students have been repeatedly exposed to environmental issues. This imbalance is often found in textbook research, which shows that sustainability is more often simplified as environmental protection, so that social, economic, and institutional aspects receive less attention (Qablan et al., 2025; Varjas, 2022) In the English for Nusantara textbook, the discussion of environmental sustainability is emphasized through everyday individual behaviors, such as water conservation and plastic reduction. In contrast, systemic environmental issues are less discussed.

Well-being, Pedagogical Patterns, and Curriculum Alignment

Chapter 5, Embrace Yourself, integrates SDGs 3 (Good Health and Well-being) and 4 (Quality Education) differently from chapters 3 and 4, namely, implicitly. Through listening and speaking activities, students are encouraged to discuss topics related to self-confidence, body image, and personal potential. In contrast, the reflection section encourages students to engage in self-assessment and increase emotional awareness. Although sustainability is not directly referenced in this chapter, these activities align with the holistic well-being and student-centered learning principles outlined in SDG 4.7. The emphasis on mental and self-acceptance shows that the concept of sustainability also encompasses psychological and emotional aspects and is not limited to physical ones. This aligns with previous ESD research, which shows that sustainability is closely related to human well-being and the role of individuals as agents of change (Schwanke, 2020; Sterling, 2016). In the context of EFL learning, students can improve their ability to reflect on and recognize themselves, which plays an important role in shaping responsible citizenship through tasks that emphasize their emotional experiences. However, because of its implicit integration, this will limit its influence,

as students are not helped to understand the relationship between self-well-being and broader sustainability challenges.

The existence of explicit and implicit integration in all chapters shows that the main challenge in language education is sustainability-oriented. Explicit integration provides clear, concrete explanations that enable sustainability goals to be identified and evaluated. On the other hand, implicit integration naturally embeds sustainability values through language activities and social interactions. Although both approaches are equally practical for learning, the analysis shows that textbooks more often use an implicit approach to convey social and institutional SDGs, whereas environmental issues are conveyed explicitly.

These findings align with the ESD debate on learning that focuses solely on basic understanding rather than transformative learning. According to Kioupi and Voulvoulis (2019), transformative ESD learning requires a shift from merely raising awareness to critical and systemic understanding of the values and assumptions underlying sustainability issues. The analysis shows that most activities encourage positive attitudes and behaviors. Still, activities that invite students to think critically about structural inequality, the impact of policies, or conflicting interests are still rarely explicitly mentioned. As a result, sustainability is often seen as a set of positive behaviors to be practiced, rather than a complex issue that requires critical discussion and analysis.

In terms of curriculum alignment, this textbook emphasizes character education, social responsibility, and real-life learning, which is in line with the principles of the Merdeka Curriculum and the Pancasila Student Profile. This textbook also shows efforts to link local and global perspectives by using local culture, such as celebrating Independence Day with global environmental issues. However, because there is no direct discussion linking these activities to global citizenship or SDGs, students' understanding of local actions related to global sustainability issues is limited.

Comparative research on EFL textbooks shows that, for the SDGs to be properly integrated, it is not enough to present the theme simply; it also requires learning suitability and a clear pedagogical flow (Astawa, Santosa, Artini, & Nitiasih, 2024; Lasekan et al., 2023). In the English for Nusantara textbook, each chapter contains sustainability activities, but they are not arranged sequentially or continuously. Sustainability themes are introduced independently in each chapter, but support for students to deepen their understanding or apply them to other contexts remains limited.

In summary, the English for Nusantara Grade VIII textbook shows that through various learning activities, the Sustainable Development Goals (SDGs) are integrated, with environmental sustainability being the most frequently and explicitly presented aspect. Social, health, and institutional aspects are also presented, but they are often conveyed implicitly and unevenly. Although many activities support ESD principles by increasing awareness, empathy, and responsible attitudes, overall integration still prioritizes individual attitudes over critical and systemic analysis. The results of this study are consistent with international research, which reveals that sustainability issues are increasingly being addressed in EFL textbooks. Still, efforts to integrate SDGs in a balanced and equitable manner remain a challenge.

This discussion underscores the importance of not only incorporating sustainability symbolically but also implementing learning activities that link them to critical thinking about sustainability issues. By establishing strong links between tasks, the SDGs framework, and

critical reflection, the English for Nusantara textbook has the potential to serve as a useful medium for supporting ESD rather than merely a learning medium.

CONCLUSION

Conclusion

This study aims to examine the representation of Sustainable Development Goals (SDGs) in the English for Nusantara textbook for eighth grade in the context of the Merdeka Curriculum, which emphasizes the types and ways in which SDGs are integrated through learning activities and task instructions. The results of this textbook study show that various integrated SDGs, such as environmental, social, health, and institutional, align with the principles of Education for Sustainable Development (ESD) and SDG 4.7. The most frequently and explicitly conveyed representations relate to environmental goals, such as climate action, sustainable consumption, and ecosystem protection, indicating that ecological issues tend to be biased over the socio-economic and institutional dimensions of the Sustainable Development Goals (SDGs). Meanwhile, social, health, and institutional objectives are more often conveyed implicitly by instilling values such as empathy, cooperation, self-awareness, and civic responsibility. Although this explicit and implicit integration supports sustainability-based language learning, the depth and balance of integration remain uneven, with a stronger emphasis on individual attitudes and behaviors than on critical engagement with systemic and structural sustainability issues. Thus, although textbooks encourage student awareness in understanding sustainability issues, opportunities to critically assess or evaluate social, economic, and political systems are still minimal.

REFERENCES

Abdelhay, B., & Benhaddouche, W. (2015). Gender Stereotyping through Textbook Illustrations : A Case Study of Algerian Middle School Textbook- Spotlight on English 1 Dr . Bakhta Abdelhay, *6*(5), 435–440. doi:10.5901/mjss.2015.v6n5p435

Al Darayseh, A. S., & AlHawamdeh, B. (2024). Science textbooks as an education resources for sustainability: A content analysis. *Eurasia Journal of Mathematics, Science and Technology Education*, *20*(1), 1–10. doi:10.29333/ejmste/13963

Amini, M., & Birjandi, P. (2012). Gender Bias in the Iranian High School EFL Textbooks, *5*(2), 134–147. doi:10.5539/elt.v5n2p134

Annamalai, N., Zakarneh, B., Kabilan, M. K., & Karmina, S. (2025). An Integration of the Sustainable Development Goals (SDGs) in Educational Textbooks : The Case of the Malaysian High School English Textbooks, *15*(8), 137–148. doi:10.5430/wjel.v15n8p137

Arslan, S., & Curle, S. (2021). Sustainable development goals in the English language high school curriculum in Turkey. *European Journal of Education*, *56*(4), 681–695. doi:10.1111/ejed.12473

Astawa, N. L. P. N. S. P., Santosa, M. H., Artini, L. P., & Nitiasih, P. K. (2024). Sustainable Development Goals in EFL Students' Learning: A Systematic Review. *Pegem Journal of Education and Instruction*, *14*(2), 1–11. doi:10.47750/pegegog.14.02.01

Bekteshi, E., & Xhaferi, B. (2020). Learning about Sustainable Development Goals through English Language Teaching. *Research in Social Sciences and Technology*, *5*(3), 78–94. doi:10.46303/ressat.05.03.4

Canale, G. (2016). Searching culture in foreign language textbooks , or the politics of hide and seek. *Language, Culture and Curriculum*, *0*(0), 1–19. doi:10.1080/07908318.2016.1144764

Chan, W. (2021). Gender Representation In Language Textbooks, *80*(3), 64–80. doi:10.5281/zenodo.5791934

Cordova, M. (2024). Integrating sustainable development goals in English language and literature teaching. *Frontiers in Education*, *9*(February), 1–8. doi:10.3389/feduc.2024.1330034

Eliyawati, E., Widodo, A. R. I., Kaniawati, I. D. A., & Fujii, H. (2022). Education For Sustainable Development (Esd) In Students ' Textbooks, 50–57.

Febraningrum, M. I. N., & Suroso, B. (2023). A Content Analysis of English Textbook "English For Nusantara" for 7 Grade Junior High School in Kurikulum Merdeka. *Proceedings Series on Social Sciences & Humanities*, *13*, 145–152. doi:10.30595/pssh.v13i.897

Guna, S., & Darong, H. C. (2023). The Representation of Social Actors in EFL Textbooks : Systemic Functional Linguistics Perspective, *8*(2), 221–232.

Kioupi, V., & Voulvoulis, N. (2019). Education for Sustainable Development : A Systemic Framework for Connecting the SDGs to Educational Outcomes.

Krippendorff, K. (2019). *Content Analysis: An Introduction to Its Methodology* (4th ed.). Thousand Oaks: SAGE Publications, Inc. doi:https://doi.org/10.4135/9781071878781

Kuckartz, U. (2019). *Qualitative Text Analysis: A Systematic Approach*. https://doi.org/10.1007/978-3-030-15636-7_8

Kumar, A., Kumari, A., Mckeown, D., & Syed, H. (2025). Tale of textbooks : A critical discourse analysis of gender representation in Pakistani elementary English language textbooks, *88*(May).

Lasekan, O. A., Méndez-Alarcón, C. M., Mathew, B. S., & Campos, E. S. (2023). Exploring the Potential of a Popular EFL Textbook to Foster Both Sustainability Awareness and Competencies among ESD Learners: A Content Analysis Approach. *Sustainability (Switzerland)*, *15*(16). doi:10.3390/su151612640

Laurie, R., Nonoyama-tarumi, Y., & Mckeown, R. (2016). Contributions of Education for Sustainable Development (ESD) to Quality Education: A Synthesis of Research. doi:10.1177/0973408216661442

Leicht, A., Heiss, J., & Byun, W. J. (2018). *Issues and trends in Education for Sustainable Development Issues and trends in Education*. UNESCO.

Nation, U. (2015). Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from https://sdgs.un.org/2030agenda

Qablan, A., Nowfal, N., Al-Faiadh, T., Pearson, E., Alkaabi, A., Alhashmi, H., … Shamsi, A. Y. Al. (2025). Mapping the representation of four SDGs in international elementary science curriculum and textbooks. *Eurasia Journal of Mathematics, Science and Technology Education*, *21*(3). doi:10.29333/ejmste/16042

Saifuddin, F. (2018). Gender Representations in English Text book : Critical Discourse Analysis, (1), 57–59.

Schwanke, K. (2020). Promoting the un sustainable development goals in teaching, research and democratic urban life: Approaches to lifelong education for sustainable development. *Training, Language and Culture*, *4*(4), 51–61. doi:10.22363/2521-442X-2020-4-4-51-61

Sterling, S. (2016). A Commentary on Education and Sustainable Development Goals.

UNDP. (2023). A book of action for educators & young learners.

UNESCO. (2017a). *Education for Sustainable Development Goals*.

UNESCO. (2017b). *Education for sustainable development goals : learning objectives*. UNESCO.

UNESCO. (2019). Framework for the implementation of Education for Sustainable Development (ESD) beyond 2019. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000370215

UNESCO. (2020). *Education for sustainable development: a roadmap*. doi:https://doi.org/10.54675/YFRE1448

UNESCO MGIEP. (2017). *Textbooks for Sustainable Development* (1st ed.). Retrieved from http://unesdoc.unesco.org/images/0025/002599/259932e.pdf

Varjas, J. (2022). The Presence of Sustainability in Hungarian Geography Textbooks, *13*(1), 22–46.

Wiraningsih, P., Suwastini, N. K. A., & Padmadewi, N. N. (2025). Gendered pictorial in Indonesian EFL textbook “When English rings the bells”. *Journal of Education and Learning*, *19*(2), 998–1014. doi:10.11591/edulearn.v19i2.21474