

A CONTENT ANALYSIS OF “ENGLISH FOR NUSANTARA” FOR SEVENTH JUNIOR HIGH SCHOOL**Vita Tri Kurniawati Hidayah, Syifa’ Khuriyatuz Zahro****vita.2021@mhs.unisda.ac.id****Universitas Islam Darul ‘Ulum Lamongan****ABSTRACT**

Textbooks are essential in the teaching and learning process, offering structured guidance to achieve the goals of language learners. This study aimed to evaluate the English textbook "English for Nusantara" for the seventh grade year students of Junior High School, published by the Ministry of Education, Culture, Research, and Technology, within the context of Indonesia's Merdeka Curriculum. Using a qualitative descriptive research design, the content of the textbook was analyzed based on BSNP (Badan Standar Nasional Pendidikan) criteria to assess its relevance and suitability for young learners. Findings reveal that the textbook meets most BSNP standards, making it a suitable resource for teaching English at the junior high school level. However, several areas could benefit from further enhancement, particularly in content depth and cultural representation, to better support language acquisition and engagement. This study highlights the importance of continuous content evaluation to align educational materials with evolving curriculum standards.

Keywords: content analysis, English for Young Learners, textbook

INTRODUCTION

One of the materials utilized in the learning process is textbooks. According to (Ayu, 2020) Textbooks have a significant part in educational inputs as a medium of teaching and learning. Textbooks provide numerous benefits and are critical components in meeting the goals and objectives of learners' demands (Ridha et al., 2020) Textbooks are useful in the learning process because they give teachers and students with information on valuable inputs such as resources, exercises, instructions, texts, and knowledge in accomplishing educational goals.

The significance of ideal textbook selection has prompted researchers to create criteria for assessing textbooks, particularly EFL textbooks. (Isariyawat et al., 2020) stated that a successful EFL textbook have linguistic substance, real-world cultural relevance, and clear directions. Similarly, (Nguyen et al., 2021) emphasize various other factors, including textbook congruence with learning goals, linguistic content, abilities, subjects, and instructional practicality. Indonesia's National Education

requirements Agency (BSNP) sets additional requirements, emphasizing content quality, linguistic correctness, presentation, and visuals, to guarantee textbooks fulfill national educational standards. However, (Suwandani & Hidayati, 2025) pointed out that many EFL textbooks in Indonesia incorporate cultures from other nations, potentially restricting the depiction of local culture.

Previous research on these standards has focused mostly on cultural representation (Ariawan, 2020) and gender representation (Mihira et al., 2021) in EFL textbooks, with minimal emphasis on evaluating textbooks using holistic educational criteria. For example, (Ariawan, 2020) investigated the portrayal of Indonesian culture in junior high school English textbooks and discovered that, while some local material had been introduced, more integration was still required. (Mihira et al., 2021) did a gender analysis of vocational school EFL textbooks and discovered male-dominant representations in various categories, raising concerns about gender equity in textbook content. (Firdaus & Yukamana, 2024) examined student-centered features in a tenth-grade English textbook and found a high match with such teaching techniques. However, a gap remains in systematically evaluating textbooks based on BSNP's holistic criteria, especially within the context of Indonesia's new curriculum framework, the Merdeka Curriculum.

This study aims to bridge this gap by examining the English textbook (Damayanti et al., 2022) English for Nusantara for seventh-grade junior high school students using BSNP criteria such as alignment with educational objectives, language, material presentation, and graphic quality. Because this textbook was recently recognized as part of the Merdeka Curriculum for junior high schools, this study seeks to shed light on its effectiveness as a teaching resource. By exploring how well the textbook meets BSNP standards, this study seeks to support educators in making informed choices about materials and contribute to the ongoing discussion on quality standards for EFL textbooks in Indonesia. The findings will assist educators, particularly those teaching young learners, in selecting and understanding English materials that best meet both curriculum requirements and the developmental needs of their students.

METHOD

This study used a qualitative investigation, which is content analysis. According to (Anderson, 2007) in (Rachmijati & Cahyati, 2020), content analysis is any study, including language studies, that focuses on analyzing the content of a specific matter through classification, tabulation, and evaluation. The strength of qualitative is that it focuses on unique situations and on words rather than numbers (Fitria, 2024). It is concerned with this subject, which requires exploration and inquiry in the form of a description, analysis, or evaluation of the content of this English textbook.

Dealing with the analysis of textbooks, this research can be classified as a descriptive qualitative research design. (Bogdan and Biklen, 2003) in (Ambarwati & Mandasari, 2020) state that descriptive is the features of information in qualitative studies that collect the data from documents, audio-video recordings, transcripts, words, pictures, etc. This study used a qualitative research design to analyze and investigate an English textbook. In brief, the research design used to analyze and investigated an English textbook entitled "English for Nusantara" for seventh grade junior high school students published by Ministry of Education, Culture, Research and Technology of the Republic of Indonesia that was categorized as descriptive qualitative content analysis.



Picture 1. English Textbook "English for Nusantara" Cover

Table 1. Detail Informations about the Textbook

No.	Information	Details
1.	Authors	E. Kusniatun, R. M. Ambarwati, H. Wulandari, H. Herawati, dan T. Arifin
2.	Number of Pages	214 Pages
3.	Year of Publication	2022
4.	Publisher	Pusat Kurikulum dan Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
5.	Place of Publication	Jakarta
6.	Aimed to	Grade VII students of Junior High Schools / Islamic Junior High Schools (SMP/MTs)
7.	ISBN	978-602-244-521-0

The material of the English textbook "English for Nusantara" for Junior High School, which was utilized by the seventh grade, was used to collect data for this study. This textbook was issued by the Ministry of Education, Culture, Research, and Technology. This textbook was created for Indonesian junior high school students. The Junior High School Student's Book "Englih for Nusantara" includes 253 pages. This study's data was gathered through documentary analysis by the author.

The collected data was evaluated qualitatively. The writer used the English textbook "English for Nusantara" for the seventh grade of junior high school as a data source. The content description and analysis were used to evaluate and investigate the data in this study. In this study, the author investigated the content of an English textbook.

The Ministry of Education, Culture, Research, and Technology issued an English textbook for junior high school students called English for Nusantara in 2022. The goal of this research would be to assess and investigate textbook material utilizing four BSNP evaluation criteria. Among the requirements are content/material, language, presentation of material, and graphics.

RESULTS AND DISCUSSIONS

This study used content analysis to evaluate and investigate an English textbook titled "English for Nusantara" for Junior High School. The purpose of this study was to establish if the English textbook "English for Nusantara" for Junior High School met the textbook evaluation criteria and to explain the significance of English textbooks in the

Merdeka Curriculum. Four criteria were employed in this study to address the first research question: "Does an English textbook named "English for Nusantara" for Junior High School fit the criteria for an excellent EFL textbook as provided by BSNP?" The four requirements are (1) material, (2) language, (3) presentation of the material, and (4) graphics. Based on the content review data, it was found that the English textbook "English for Nusantara" for Junior High School fulfills the BSNP's criteria for a good EFL textbook and is useful as an educational tool for learning English, especially in the context of English for Young Learners (EYL).

This research was carried out based on the problem discussion by examining and investigating the content of this English textbook as indicated by BSNP. The analysis yielded the following results.

1. Materials

Table 2. Eligibility in Material Aspects

Aspect	Component
Material	<ol style="list-style-type: none"> 1. Maintain the accuracy of the material, and can reflect the national education purposes. 2. Using sources of information that are both theoretically and experimentally solid. 3. Encourage the independence and innovation of students. 4. Motivate and develop students' abilities. 5. Maintain national unity while honoring the diversity.

The material in this English textbook can be both correct and precise. The learning elements in this book are published in accordance with the authenticity of the surrounding environment. The most recent facts and concepts can also be discovered easily and plainly. Furthermore, some resources can help to achieve national education goals, such as developing morally upright, creative, independent, and democratically involved persons. Educational objectives can be readily met by purchasing and using this book in a lesson. Because this book offers fundamental English elements that are easy to understand, and given learning directions, it is easily understood and done by English Young Learners, the book includes photos, directions, and assignments to help student become capable, independent, and creative learners (see pages 58-100).

The use of language, including syntax and material structure, adhered to the

principles of acceptable and correct English usage. Because this book has undergone various inspection processes, including authors, reviewers, and editors. Furthermore, the learning materials used are derived from empirical sources, such as on page 32, where the writers teach about people's hobbies and include numerous photos to compare with one another. For example, the author creates a worksheet about hobbies, with numerous columns displaying hobbies along with pictures of tools linked to the activity. Then, students are asked to determine which column corresponds to the activity and the tools required. They can learn quickly by looking at the photos and reading the text. This program is ideal for young English learners looking for a fun and easy learning experience.

Using English writing books can help pupils develop independence and originality. Every material and exercise provided seemed to promote independent thinking and innovation. For example, on page 23, students can find an activity sheet and are instructed to practice utilizing the needed expression. There is also a worksheet for student to write a short tale based on their experiences. This can encourage pupils to think independently when performing the exercises in the book.

This English textbook can also be used to encourage students to build their own observation potential. For example, in this book, there are tasks that need them to examine the physical characteristics of each individual in the picture and use the words in the box to describe each person in order to improve and assess their talent. (As on page 43).

Several pieces in this book discuss Indonesian cultural characteristics such as tribal races, traditional dwellings, and traditional meals. For example, this book contains drawings of characters representing Indonesian tribes, with each character named Galang, Leni, Made, Monita, and so on (page xxxii). It was hoped that kids would learn to appreciate others and maintain a sense of tolerance and nationalism.



Picture 2. Sample Picture of Used the Illustration of Nationalism

According to some criteria in table 2, each criterion has been fulfilled in this English textbook. In this textbook, all material aspects can be loaded well and clearly. So that this is expected to be able to facilitate the learning process among English young learners and achieve the national goals of Indonesian education as contained in Law No.20 chapter 3 of 2003 concerning the national education system.

2. Linguistics

Table 3. Eligibility of Linguistics Aspects

Aspect	Component
Linguistics	<ol style="list-style-type: none"> 1. The language is used precisely, directly, and appropriately for learner. 2. Illustration of the material can be clarifying the content. 3. The language used is easy to understand and conveyed a positive message. 4. The title in each part of the textbook is harmonious.

The language is clear, direct, and precise, while being age-appropriate. This seventh-grade English textbook "English for Nusantara" was built with students' age growth in mind. Furthermore, learning resources are presented in the form of language and plain writing, making the knowledge more accessible to students. As in Unit 2, page 57, the authors introduced the theme with "Culinary and Me". The depiction of youngsters eating various types of cuisine emphasizes the usage of this language, as does the bolded font size in the upper middle of the book display.

Illustrations of the topic can help clarify the content. This book does an

outstanding job of presenting the illustrations and images. Almost every page of the book contains images or sketches to help clarify the topic. The presentation of this graphic is beneficial in assisting pupils in comprehending the learning information. As in chapter 5, unit 1, pages 211-212, students can identify distinct directions using an image. For example, there are photos depicting several directions, followed by pictures with multiple characters indicating that "Galang is beside Pipit" and "Monita is between Galang and Pipit." Students can identify numerous directions based on this artwork, which includes several figures representing different directions. Furthermore, an attractive image can capture students' attention and help them better understand the content.

The language employed is easy to grasp and conveys a good message. This English textbook uses language that is courteous and informative for kids in grade 7 junior high school (for example, in chapter 3, unit 3, page 133). Students can see an example of a father asking his son to help him clean the yard at home. Not only that, but they will be taught how to properly and correctly clean the field with various instruments. Students can learn to do well and care for others around them by studying the drawings. Furthermore, each material offered contains positive themes that are designed to stimulate student enthusiasm and ingenuity in learning.

Every section of the textbook has a consistent designation. The title of each portion of the material is stated clearly and in a larger font size so that learners can tell the difference between the title and the content. Furthermore, each title or portion of information is accompanied by graphical graphics, which adds interest and helps pupils understand the topic more fully (e.g., chapter front cover, units 1-5). The use example here also conveys implicit information regarding the material that students will learn. As in Unit 1, the theme is "About Me," and the author employs a presentation with illustrations of many youngsters, accompanied by the conversation "Can you talk about yourself?" It can be known there is a harmony between the theme and the illustration used. The author uses food illustrations because they want to teach a language that focuses on how to introduce yourself, introduce other people, greet other people. Likewise, those found in chapter 1 units 1, 14 – 40.

Each criterion in table 3 fits well and clearly into the English textbook "English for Nusantara" for seventh-graders. As we know from language use and presentation,

images in a learning book become the primary component that helps learners understand all of the material contained in it; in other words, this is critical in assisting students gain knowledge and comprehension about themselves.



Picture 3. Sample Picture of Used the Illustration Clearly

3. Presentation of the Material

Table 4. Eligibility of Presentation of the Materials

Aspect	Component
Material Presentation	<ol style="list-style-type: none">1. The material of the textbook is presented attractively.2. Students are drawn to illustrations, both text, and images.3. The use of illustrations of material should not reflect radicalism, extremism, racism, pornography, or gender bias.4. The material can stimulate critical thinking.5. Contains contextual insights.6. The material is presented excitingly.

The material in the textbook "English for Nusantara" is well presented. Furthermore, the offered material is presented in a straightforward manner appropriate to the kids' developmental stage. The material in this book can maintain the meaning

specified in the table of contents (page vi).

In addition to the explanation of the content described in table 3, the textbook "English for Nusantara" includes illustrations/images that can help clarify the objective of the subject. Material illustrations, text, and images are intriguing and correspond to the student's age development. For example, Chapter 1, page 26.

Table 1.2

Greetings	Introducing Someone	Partings
Hi. Hello. Good morning. Good afternoon. Good evening. How are you? Fine, thanks. I'm OK.	This is ... She's from ... He's from ... She likes ... He loves ... Nice to meet you. Nice to meet you, too.	Bye. Goodbye. See you later.

b. Practice the expressions in Table 1.2 with two of your friends.



Comic strip 1.5 Greeting and introducing someone

c. Introduce a classmate to another classmate in your class.



Worksheet 1.10

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Picture 4. Sample of the Illustration Used to Clarify and Convey the Meaning

The images depict a conversation at school between numerous characters from the novel. Galang, Monica, and Pipit are seen greeting one another in this photo. The graphic above demonstrates the use of illustrations to clarify and express the content contained inside. In addition, at the top is a reference table with many expressions for greeting, introducing yourself, and saying goodbye appropriately and correctly. This table also serves as a reference for Worksheet 1.10. The balanced use of drawings and graphics in class is acceptable to help students better understand the topics offered in this book.

The textbook's "English for Nusantara" illustrations clarified the material presented. In addition, what needs to be emphasized is the illustrations used in this material does not reflect radicalism, extremism, racism, pornography, or gender bias. The illustrations in this textbook also align with students' development and do not

contain values considered deviant. As shown in chapter 1 and page 43 the illustration depicts living in harmony with each other, respecting each other's differences in religion, race, and skin color.



Chapter 1 - About Me 49

Picture 5. The Use of Illustration that Provide to Upholds Nationalist Values (Respect Differences in Race, Ethnicity, Religion, Etc.)

The book's presentation of material has the potential to promote critical, creative, and innovative thinking while remaining coherent. Exercises can encourage critical, creative, and inventive thinking in students, as can reflection papers, which students can use to describe their comprehension of the course material. Teachers can use these practice sheets and student feedback to assess students' knowledge of the content offered. Not only that, but teachers can modify the use of these practice sheets and reflections because they are located on the final page of each chapter. For example, page 128 discusses the usage of activities and the width of student reflections.

No	Like	Dislike
1	Put dirty clothing in a basket	Do not put dirty clothing on the bed
2		Do not leave the toilet unclean
3	Use the trash can	
4	Throw trash in the toilet container	
5		Do not let your mother clean up after meals
6		Do not wear shoes when indoors
7	Wash your dishes after use	
8	Eat food or snacks in the dining room or in the kitchen	

Worksheet 3.20



Picture 6. Exercise and Student Reflection Sheets Can Measure Students' Understanding of Learning Material.

This English textbook may also teach and motivate students to learn from their surroundings because it offers contextual insights and encourages the learner's experience. It is also discussed in Chapter 3, pages 118-119, because it is recognized that kids can learn from any source, such as observation of their surroundings. For example, on pages 118-119, students can see images of various house cleaning operations. This allows pupils to learn more readily because the learning material in this area is commonly seen in everyday life. Students can also appreciate the meaning given in the material because they are part of the experiential learning context.

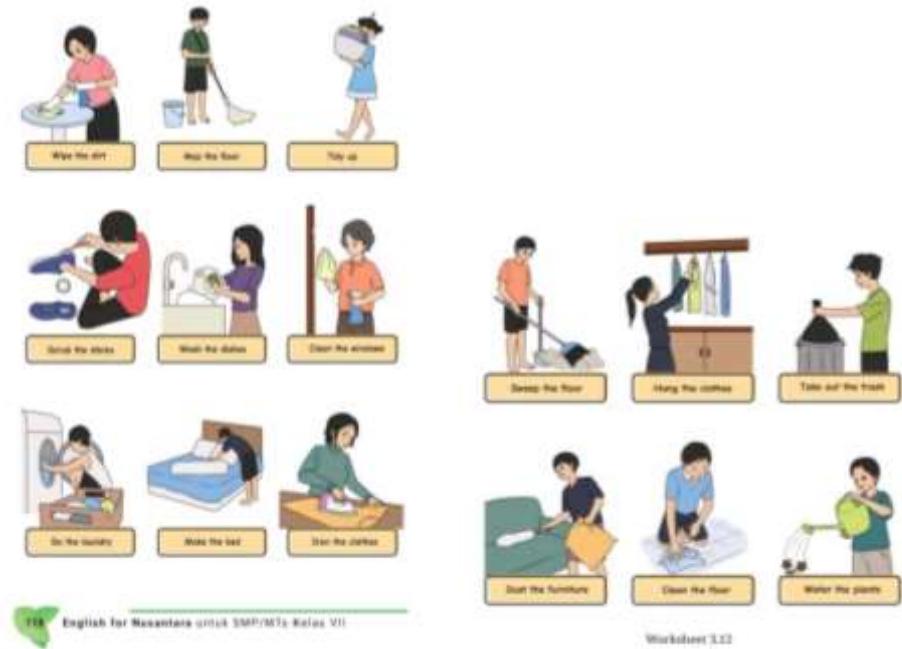


Figure 7. The Use of Illustrations of Children's Experiences, Exploration and Interaction with the Environment.

Learning occurs through social interaction and the environment rather than through media such as books at school. It is consistent with Piaget's constructivist theory, which claims that learning results from children's exploration and engagement with their surroundings. Learning, on the other hand, can be characterized as children's interactions with others in which they collaborate to build knowledge, skills, experience, and values. This is consistent with (Bada & Olusegun, 2015) in (Mohammed et al., 2020) theory that constructivists gain knowledge and understanding of the world via experiences and reflection.

The material in this book is presented in an interesting and non-boring manner, not only through text, but also through striking, colorful illustrations, which can appeal to the reader and stimulate student curiosity (as shown on pages 121 & 126).



Picture 8. The Use of Colorful Layouts Makes It a Unique Attraction for Students to Learn

4. Graphics

Table 5. Eligibility of Graphics

Aspect	Component
Graphics	<ol style="list-style-type: none"> 1. The book's size is appropriate for the ages of students 2. The display of the book's cover is harmonious and coherent. 3. The color of the layout can assist in understanding the function. 4. Letters and font size were also adjusted based on age development. 5. The use of illustrations can assist in clarifying a positive message.

This "English for Nusantara" textbook size meets the acknowledged requirement for learning materials, particularly those produced by the Ministry of Education, Culture, Research, and Technology. Because this book is intended for general education, its size is appropriate for children's age groups.

The presentation of the book's cover is cohesive and collaborative. Every display, from the first cover to the cover of each piece of material to the page of each material, is consistent in its substance and illustration (for example, the front cover). Use captivating illustrations/images that can be incorporated into learning materials.

The same use of color in this book offers a sense of unity throughout all learning resources. Each artwork, image, and component uses complementary colors. Furthermore, the book's color scheme includes a paper edition with bright and transparent colors. The book's well-organized organization might help understand the purpose of each part. As shown in Chapter 4, pages 184-185.

Letter and font sizes were also changed to meet the child's development. This book also shows the location of letters and font sizes, which are neatly and simply ordered. The importance of employing letters and modifying letter size in aiding students to understand each portion of this book.

As explained in table 3 and table 4, the use of illustrations in this book is very good, interesting, and also clear. The use of illustrations is important for their existence to be needed because, in addition to increasing the enthusiasm of students to learn (through the use of illustrations with colors, as well as interesting shapes), the existence of these illustrations is also able to clarify the message they want to convey.



Picture 9. Sample Picture of Harmonious Between the Used of the Colors, Pictures, Texts and The Display

The Merdeka Curriculum is the basis for the English textbook for junior high school, Student's Book "English for Nusantara," produced by the Ministry of Education, Culture, Research and Technology. It should include and adhere to the BSNP EFL textbook evaluation standard. Based on the research findings, the author concluded that the textbook meets the BSNP framework's textbook evaluation criteria. The textbook content met the BSNP standards for material, linguistics, presentation, and graphics.

Table 2 demonstrates that the materials in this textbook satisfied the specified criteria. This book can maintain the material's integrity and validity, stimulate innovation and independence, and teach students to accept one another's differences while also having a good attitude about nationalism. Making a human with noble character and good people is one of the fusions of education in Indonesia, as stated in Law No.20, Chapter 3 of 2003, which governs the national education system in Indonesia.

This book's linguistic aspects can also be classified as "good". Using language and visuals can help students become more communicative and informed. Additionally, each component of the book title is clearly stated. According to (Richards, 2015), textbooks are vital to language programs because they provide the primary source of language information (language input) for language acquisition and English practice in the classroom. A textbook's linguistic aspect may include grammar and vocabulary sections. Grammar is related with three criteria. First, grammar elements should be acceptable for each level, taking into account the demands of the learners. Second, grammatical items should be delivered in tiny enough chunks to facilitate learning. Third, grammar must strike a balance between form and usage of language. This aspect of language is significant because language is the primary component in students' understanding of the material.

Presentations of book material are also visually appealing. Furthermore, the positioning of the material illustrations between text and photos is balanced, exact, and clear. The use of illustrations includes skewed values. The presentation of textbooks must be easy to grasp (readability) for learners, according to (Salihah et al., 2019), who say that textbooks must pass the readability test; yet, many of its readers take this crucial feature of a good textbook for granted. To address this, this textbook has readability engagement because, as shown in table 4, all characteristics are fully

fulfilled, thus this textbook has an appealing appearance that is expected to delight its readers, is simple to comprehend, and may improve students' motivation to learn more deeply.

Furthermore, the pictures in this book are excellent. Different book sizes, letters, and font sizes are determined by the learner's skills. The arrangement appears to be consistent between the book's skin and each page. The usage of good images also improves student learning. Visual literacy, or graphics, which started in arts and arts education, is currently the link between arts education, cognitive psychology, literacy, and STEM (science, technology, engineering, and math) education (Zhang & Jia, 2024). Illustrations might also help to clarify the information you're trying to convey.

The need analysis findings are consistent with (Awal et al., 2023). The researchers discovered that textbooks published by The Ministry of Education, Culture, Research, and Technology are appropriate for use as a media in the teaching and learning process because they meet all of the BSNP criteria. (Marwa et al., 2021) discovered that these English textbooks are appropriate for use in the teaching and learning process because the majority of the material in the textbooks is focused on Indonesian culture or style. It is recognized as an effective way for teaching English to Indonesian pupils.

Based on the findings, textbooks can be utilized at practically any level of education in Indonesia. The selection of good textbooks is unquestionably expected so that students can become individuals of faith, knowledge, capability, creativity, and responsibility through an education system that upholds human rights, religious values, cultural values, and national pluralism, as stated in Law No.20 Chapter 3 of 2003, which governs the national education system of Indonesia.

CONCLUSION

This study focuses on the content analysis of an English textbook for junior high school students called "English for Nusantara" utilizing the BSNP evaluation criteria. To examine and investigate the material in the textbook, the author employed a descriptive qualitative research design combined with content analysis. Although the English textbook "English for Nusantara" for Junior High School met the BSNP standards, it was found to be suitable for use in teaching and learning, particularly for teaching English to Young Learners.

Even though the textbook was deemed adequate in all categories, some components of the book might be enhanced, such as the variety of text kinds and supporting learning resources to assist students in developing their character and abilities (such as the reflection sheet). To help improve English textbooks in Indonesia, emphasize the importance of reexamining English teaching materials.

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