

Sustainable environmental education in EFL elementary textbook: A content analysis

*Emylia Malik¹, Istiqomah Nur Rahmawati²

^{1,2}English Education, Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung, Indonesia

Abstract

This study investigates how sustainability messages are represented in an English as a Foreign Language (EFL) textbook for Indonesian elementary learners and the extent to which these messages reflect SDG/ESD priorities. Using qualitative content analysis of multimodal content with particular attention to visual illustrations, the study examines the Grade IV textbook My Next Words to identify recurring environmental themes and the sustainability practices promoted. The findings show that sustainability is primarily framed through every day, learner accessible routines, including reducing single-use plastic during shopping, maintaining cleanliness at home and school, choosing low -impact mobility (e.g., cycling), saving energy by turning off lights, and caring for plants through watering and tree planting, which collectively model ecological responsibility for young learners. However, the coverage remains uneven: more systemic sustainability dimensions, especially renewable energy literacy, structured waste management (sorting and recycling routines), and explicit, solution-oriented climate change learning, are limited, resulting in sustainability being communicated more as individual moral behavior than as interconnected environmental challenges requiring informed understanding and collective action. The study recommends strengthening future textbook editions by integrating more balanced sustainability dimensions through age appropriate tasks, projects, and visuals linked to local contexts, alongside teacher support to help learners move from “doing” sustainability to understanding its broader environmental rationale, thereby enhancing environmental literacy and SDG/ESD aligned learning in primary EFL education in Indonesia.

Keywords: Eco pedagogy; Education for Sustainable Development (ESD); Pro environmental behavior; SDG alignment; Visual literacy; Young learners.

Article History: Received 11 Jan 2026, Final revision 23 Mar 2026, Published 3 Apr 2026

Introduction

Environmental challenges in Indonesia, such as deforestation, pollution, and climate change, pose serious risks to biodiversity, public health, and food security and remain central concerns in national environmental and development agendas ([Darajati, Rudiyanto, & Nugroho, 2024](#); [Kementerian Lingkungan Hidup dan Kehutanan, 2020](#)). Climate change has also intensified disaster risks, including floods and droughts ([Yulaswati & Medrilzam, 2023](#)). In response, strengthening environmental education is increasingly emphasized to foster sustainable awareness and practices from an early age ([Prayogo, Ratnaningsih, Suhardono, & Suryawan, 2024](#)), including through school-based initiatives such *adiwiyata* ([Aldilla, Restiatun, & Afrizal, 2024](#)), a government program that use curriculum integration, school culture, and interactive activities to promote sustainable behavior and environmental awareness including EFL textbooks.

In the context of English as a Foreign Language (EFL) learning, sustainability can be integrated in a pedagogically meaningful way. English functions as a global lingua franca that enables learners to engage with environmental issues beyond local contexts, while sustainability - based learning tasks

*Corresponding author: **Emylia Malik**, Address: English Education, Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung, Indonesia, Sukarame, Bandar Lampung, Lampung 35131. Email address: emylialmalik3@gmail.com, ©2026 Leksika. All rights reserved.

can support language development alongside critical thinking and social awareness ([Malik, Rohmatillah, & Rahmawati, 2024](#); [Syaharani & Tavares, 2020](#)). This is particularly relevant for elementary learners, who are responsive to concrete messages and routine actions that shape attitudes and behavior toward the environment ([Humaida, 2022](#); [License, 2019](#)).

Textbooks play a central role in Indonesian classrooms because they structure lesson content, provide repeated input, and implicitly socialize values ([Gusnaini, Prasetyo, Afriani, & Rohmah, 2023](#); [Sulistiyo, Supiani, Kailani, & Lestariyana, 2020](#)). Within the Education for Sustainable Development (ESD) agenda and the Sustainable Development Goals (SDGs), textbooks are expected not only to mention environmental issues but also to promote actionable sustainability practices that young learners can understand and apply. However, previous research suggests that sustainability content in EFL textbooks is often uneven, with limited depth in essential areas such as renewable energy literacy, systematic waste management, and practical, solution-oriented climate change learning ([Djirong et al., 2024](#); [Gavilan Tatin et al., 2024](#); [Prayogo et al., 2024](#)). In addition, for primary education, visuals and illustrations are not merely decorative; they can function as powerful pedagogical cues that shape learners' interpretations of "good" environmental behavior and everyday ecological responsibility ([Lasekan, Opazo, & Méndez Alarcón, 2024](#); [Wilujeng, Dwandaru, & Rauf, 2019](#)). Despite this, studies that explicitly map sustainability messages through both verbal content and visual representations in Indonesian elementary EFL textbooks remain limited. This creates a clear need for qualitative content analysis that identifies what sustainability messages are present, how they are communicated, and which sustainability dimensions are neglected.

Therefore, this study employs qualitative content analysis to examine the sustainability content in an Indonesian elementary EFL textbook. Scientifically, the study contributes to ECO ELT/ESD scholarship by providing evidence on how sustainability is represented through textbook discourse and visuals in the primary EFL context. Practically, it offers direction for textbook developers and teachers to strengthen sustainability integration so materials align more meaningfully with SDG/ESD priorities and foster environmental literacy among young learners. Thus, it has two primary objectives: 1) To identify sustainability related environmental messages are presented in the Indonesian elementary EFL textbook, and 2) To analyze how are these messages communicated through the textbook's verbal content and visual illustrations, and which sustainability dimensions are emphasized or underrepresented in relation to SDG/ESD priorities.

Method

This study employed a qualitative content analysis design to examine sustainability related messages in an Indonesian elementary EFL textbook. Qualitative content analysis was selected because it enables systematic interpretation of both textual and visual content to identify recurring meanings, patterns, and themes relevant to the research questions ([Creswell & Poth, 2018](#)).

The data source was the English textbook *My Next Words* for Grade IV elementary school students in Indonesia. The textbook was selected because it is used in primary level EFL learning and contains multimodal content (reading passages, tasks, and illustrations) that potentially communicates environmental and sustainability messages. The analysis used the most recent available edition aligned with the curriculum implemented in schools at the time of data collection. The units of analysis included 1) Verbal content: sentences, short passages, task instructions, and dialogues that refer to environmental issues or sustainability related practices, and 2) Visual content: illustrations and images accompanying the units (e.g., pictures of daily activities, nature, waste, transportation, or conservation actions). Each unit (text segment or illustration) was treated as one analyzable item and coded based on the sustainability message it conveyed.

Data collection was conducted through document analysis of the textbook. The procedures included:

- (1) obtaining a complete copy of the textbook (printed/digital) and confirming the edition;
- (2) reading the textbook comprehensively to locate pages/units containing environment related content;
- (3) compiling all relevant verbal segments and visuals into a data set; and
- (4) numbering each item (e.g., V1–Vn for verbal data; F1–Fn for figures) to enable traceability during analysis and reporting.

The analysis followed iterative coding and theme development. First, the researcher conducted open coding by assigning preliminary labels to each verbal and visual unit (e.g., *reducing plastic use, keeping the environment clean, energy saving, sustainable transportation, planting trees*). Second, codes were compared and grouped into broader thematic categories representing sustainability dimensions and everyday sustainable practices. Third, the themes were interpreted in relation to SDG/ESD priorities to identify which sustainability dimensions were emphasized and which were underrepresented in the textbook. Throughout the process, the researcher revisited the dataset to refine codes, merge overlapping categories, and ensure consistent interpretation across items.

A coding scheme (codebook) was developed to categorize sustainability messages into thematic categories (e.g., sustainable practices, pollution reduction, energy saving, biodiversity stewardship). Each visual and verbal unit was coded using operational definitions and indicators, and representative items were recorded in a coding sheet to ensure traceability from raw data to themes

To enhance credibility and consistency, the study applied the following strategies:

- (1) audit trail: maintaining a coding log that records the development of codes and themes;
- (2) code–recode procedure: re coding selected sections after an interval to check coding stability; and
- (3) exemplar based reporting: presenting representative excerpts and figures in the Results and Discussion to support each theme.

Results and Discussion

This section reports on the sustainability messages found in the IV grade EFL textbook, *My Next Words*, by conducting a qualitative content analysis of both the visual representations and textual elements. Instead of looking at the illustrations separately, this study takes a multimodal approach to explore how images, activity descriptions, vocabulary, and task instructions work together to build meaning about sustainability. In line with the view that educational materials should connect learning content with real-world sustainability challenges, the illustrations in textbooks and accompanying texts act as teaching signals that help build environmental awareness and shape the daily practices of young learners ([Jamil, Moin, & Sidra Nosheen, 2024](#); [Şanal, Sezgin, Döker, Yavuz, & Mutlu, 2023](#)).

In the context of primary education, visuals play a significant role; however, the linguistic features embedded in textbook activities such as declarative clauses describing daily routines, action oriented vocabulary, and instructional word order also play an important role in developing ecological responsibility (Lasekan et al., 2024; Wilujeng et al., 2019). Therefore, this analysis does not just examine the visual representations of sustainability practices, but also looks at how language choices position students in relation to those practices. The themes below summarize the main sustainability messages communicated through the combination of visual and textual elements presented in Figures 1–5. The last part synthesizes the linguistic patterns identified from the textual data and discusses the dimensions of sustainability that are less represented compared to the priorities of SDG and ESD (Djirong et al., 2024; Prayogo et al., 2024). In addition to visual content, the textbook’s verbal elements (e.g., task instructions, prompts, and vocabulary items) play a crucial role in framing learners’ interpretations of sustainability. Textual elements are parts of spoken or written language, like word choices, sentence structures, directions given, and how sentences are arranged, which go with pictures or other visual material (Pramestri & Priyana, 2025).

Sustainable Practices

The textbook encourages thoughtful shopping by showing everyday decisions that cut down on waste, especially things like disposable plastics. The picture shows a man selling fruits and veggies in a traditional market, and the food is laid out clearly to see without any plastic bags or packaging around it. The front part shows new products stacked together, which hints at a place where people buy things, possibly using fewer plastic bags. The text says, “Mr. Johanes works in the market, He doesn't work in the office”. Employes the simple present tense to construct work as a habitual and socially embedded activity.



Figure 1. Reducing single-use plastic through responsible consumption

The contrastive structure marked by negotiation (“doesn’t) create a binary opposition between market and office spaces, implicitly foregrounding informal, community-based labor over corporate indoor work. While the sentence does not explicitly mention sustainability, the lexical emphasis on “market” aligns with localized economic practices that visually connect to traditional and potentially lower-carbon work environments.

The market environment, which involves selling goods without packaging and direct interaction between sellers and buyers, quietly matches more eco-friendly ways of shopping than the usual images of offices or modern stores. However, the message about sustainability is not clearly stated; the text does not directly talk about being environmentally responsible or reducing plastic use. The way the image and text work together shows sustainability indirectly through normal economic activities. The picture might look like it shows eco-friendly ways of using resources, but the words

don't clearly talk about taking care of the environment. According to (Humaida, 2022) as they point out that sustainability messages in primary English language teaching materials are usually included in everyday actions instead of being clearly taught as environmental ideas.



Figure 2. Cleanliness and shared responsibility in school and public spaces

A recurring message emphasizes keeping the environment clean through routine maintenance and shared responsibility. [Figure 2](#) depicts cleaning actions in both personal and collective contexts (e.g., cleaning the bathroom and cleaning the classroom together). Such visuals reinforce the idea that environmental responsibility is practiced through everyday maintenance in shared spaces, an approach that aligns with early environmental education that foregrounds routine behaviors as entry points to broader awareness ([License, 2019](#); [Wilujeng et al., 2019](#)). The emphasis on “cleanliness” also reflects how textbooks frequently introduce sustainability via familiar school-based practices that are easy to implement in classroom life ([Gusnaini et al., 2023](#); [Sulistiyo et al., 2020](#)). A common message reminds everyone to keep the pictures show three different situations: a kid cleaning a messy bathroom, some students working together to tidy classroom desks and chairs, and students standing in a clean schoolyard.

These pictures show how clean both individual areas and shared spaces are. The first picture has the words, "On Sunday morning, I will take a bath, but the bathroom is very dirty." "So I clean it first." The second classroom scene has the line, "What are you doing?" "I'm cleaning the table." "At the same time, the picture of the schoolyard goes with the sentence, "The students are playing in the schoolyard." Although these sentences mainly act as grammar examples (like future tense, present continuous, and simple present), they help connect the images to real everyday activities. The text makes it seem like cleaning is something normal and expected to do before moving on to other things. For example, the clause "I'm cleaning the table", uses a present continuous that shows taking care of the environment is something that keeps happening, not just a single task to do once. Just like 1st picture shows, sustainability is about regular cleanliness habits instead of a wider understanding of the environment. The main goal is to keep areas clean and organized rather than bringing in ideas like waste management programs or discussions about environmental effects.



Figure 3. Low carbon mobility as an environmentally friendly lifestyle choice

Figure 4. Energy saving practices in everyday home routines

Figure 3 presents cycling to school as a desirable habit, suggesting a low-emission alternative to motorized transport. This message implicitly supports pollution reduction and climate related awareness by encouraging lower-carbon mobility in daily routines (Darajati et al., 2024; Syaharani & Tavares, 2020). In ECO ELT, embedding sustainability contexts in language learning can simultaneously support linguistic development and critical engagement with environmental issues, particularly when the topic is situated in learners' lived (Basya & Maulidia, 2024; Malik et al., 2024). The clause 'Aisyah and Cici go to school by bicycle' is written in the simple present tense, which typically expresses habitual actions. This grammatical choice frames cycling as a routine practice rather than a one-time event. With a practical lifestyle, the combination of text and images effectively promotes low-carbon mobility by presenting cycling as an environmentally friendly mode of transport. With the use of phones for daily travel, books can effectively provide an alternative form of environmental protection. Therefore, it is more accurate to use behavioral modeling than when using conceptual literacy.

Energy conservation is communicated through simple household behavior. Figure 4 illustrates turning off the lights when going to bed, positioning energy saving as a routine and socially valued action. This type of habit based representation is consistent with approaches that emphasize building early environmental literacy through repeated, concrete practices that children can apply immediately at home (Humaida, 2022; License, 2019). However, as discussed in the gap literature, such representations may remain surface level if not supported by tasks that explain why energy saving matters and how it connects to broader sustainability systems (Djirong et al., 2024; Gavilan Tatin et al., 2024). This way of looking at things shows the right thing to do by linking saving energy with being disciplined and thoughtful in a family setting. Even so, if there is no extra support in teaching like talking about where electricity comes from, how much carbon is released, or how much energy different countries use the message might just be seen as following rules, not as part of a bigger effort to take care of the environment. Therefore, the representation works well for making people aware of behaviors right away, but it does not do much to help them understand bigger, long-term issues



Figure 5. Caring for plants and promoting biodiversity through small scale stewardship

Figure 5 depicts watering plants and planting trees, framing environmental responsibility as caring for living things. This theme highlights stewardship as an accessible sustainability entry point for children and supports the role of visuals in promoting sustainability consciousness (Lasekan et al., 2024; Wilujeng et al., 2019). Similar to findings in prior textbook studies, biodiversity related messages tend to appear as “positive actions” but may not be accompanied by deeper discussion of ecological systems unless materials intentionally expand the learning tasks (Gavilan Tatin et al., 2024; Mohammadnia & Moghadam, 2019).

The accompanying sentence states, “Grandfather goes to the paddy field at 06.30 on foot.” Although the sentence primarily functions as a simple present tense model describing daily routine and time expression, it situates the character within an agricultural context. The regularity and discipline of daily agricultural activity are further reinforced by the temporal marker “at 06.30.” Most notably, a non-motorized form of mobility is expressly encoded by the prepositional phrase “on foot.” This situational aspect is not incidental linguistically; it emphasizes mobility without reliance on fossil fuels and normalizes walking as a common way to get to work. The textbook discreetly portrays sustainable mobility as a normal aspect of rural living rather than as a unique or prescribed activity by incorporating this eco-friendly practice into an unmarked declarative clause.

Another example of the simple present tense is used in the line “Mother goes to the market at 08.00 by pedicab” to describe the action as a routine rather than a distinct event. The temporal marker “at 08.00” emphasizes how routine and structured everyday life is. Most importantly, a specific mode of transportation is specified by the contextual prepositional phrase “by pedicab.” From a linguistic perspective, this component serves as a way adjunct that highlights mobility in the clause structure. A pedicab is a low-emission, human-powered mode of transportation that is frequently connected to regional urban practices, in contrast to motorized private automobiles. The textbook normalizes mobility with less of an impact on the environment as part of regular economic activity by incorporating this detail into an unmarked declarative sentence.

Underrepresented dimensions: limited depth on systemic sustainability issues

Although Figures 1–5 effectively communicate sustainability through familiar routines, the visual data emphasize individual habits more than systemic sustainability concepts. In particular, structured waste management (sorting/recycling procedures), renewable energy literacy, and explicit climate change explanations and solution-oriented learning are not strongly represented in the analyzed illustrations. This pattern is consistent with research noting that sustainability in EFL textbooks is often uneven, with limited coverage of key SDG/ESD dimensions and practical solutions (Djirong et al., 2024; Gavilan Tatin et al., 2024; Prayogo et al., 2024). Therefore, improving materials may require

adding more comprehensive sustainability dimensions and clearer representation through both texts and visuals, alongside teacher guidance to implement meaningful classroom activities ([Mohammadnia & Moghadam, 2019](#); [Sanal et al., 2023](#)).

Textual Analysis: Verbal Patterns and the Representation of Sustainability

The verbal content in the textbook consistently presents sustainability through concrete, action-focused language and simple grammatical forms, particularly the simple present and present continuous tenses. Throughout various units, sentences accompanying environmental illustrations describe everyday routines (e.g., "Aisyah and Cici are going to school by bike," "I'm cleaning the table," "Cici sleeps in the bedroom"), which positions eco-friendly behaviors as habitual practices rather than explicit learning objectives related to the environment. This aligns with previous EFL research indicating that sustainability in language materials is often conveyed via positive behaviors and empathy toward nature but tends to emphasize individual actions rather than systemic or critical engagement ([Rajagukguk, 2025](#)).

The example of "What time does Joshua go to school?" and "What time does Joshua have breakfast?" serve mainly as routine-based language prompts intended to practice WH-question construction in the simple present tense. Both phrases use basic verb forms ("have," "go") and auxiliary inversion ("does") grammatically, supporting habitual constructs that present everyday activities as regular and structured. These questions place students in a temporal context of daily activities even when they do not specifically incorporate environmental values. By portraying daily life as repetitive and orderly, this pattern-oriented approach lays the pedagogical foundation for seeing sustainability as ingrained in routine behaviors rather than as singular occurrences. The accompanying visual depiction, if any, is where the environmental meaning-if any-emerges more clearly than the questions' linguistic structure.

From a lexical standpoint, the environmental vocabulary is concrete and contextually local, including words such as clean, plant, bike, market, field, and bathroom. Missing from the text are more abstract ecological terms like sustainability discourse, environmental impact, biodiversity, or climate action, which are essential for fostering advanced ecological literacy ([Triyono, Sahayu, Margana, & Fath, 2023](#)). By incorporating environmental themes mainly at a superficial vocabulary level, these textbooks limit learners' chances to understand sustainability as a systemic and socio ecological concept, as corroborated by broader EFL studies on eco linguistic discourse.

Regarding instructional practices, tasks are primarily comprehension oriented rather than geared toward actionable learning. Learners are expected to identify, model, or respond to linguistic forms instead of reflecting on environmental issues or applying sustainability knowledge beyond grammatical accuracy. This pedagogical approach reflects broader concerns in sustainability focused ELT research, where an emphasis on grammar over ecological reasoning may restrict environmental understanding to language exercises rather than promoting critical thinking or real-world action ([Yu & Guo, 2024](#)). Overall, the textbook's verbal patterns portray sustainability implicitly, emphasizing personal behaviors while subordinating environmental content to grammar instruction. While this approach makes eco-friendly practices accessible to young learners, it restricts the development of critical environmental literacy that links individual actions to wider ecological systems and global sustainability objectives. Consequently, the textbook prioritizes a behavior-first approach, highlighting personal eco-friendly routines without explicitly connecting them to systemic environmental awareness or collective responsibility.

The findings indicate that sustainability in the analyzed Grade IV EFL textbook is predominantly communicated through **behavioral** modeling and everyday routines presented in textual and visuals. The illustrations highlight simple actions: reducing plastic use, maintaining cleanliness, choosing low-impact transportation, saving energy, and caring for plants, which are immediately interpretable by young learners. This pattern is consistent with the view that textbooks function not only as

instructional resources but also as carriers of values that shape learners' habits and moral orientations (Sulistiyo et al., 2020). In ESD oriented material analysis, such habit based sustainability messages are common because they provide concrete entry points for learners and can be embedded easily in language tasks that focus on daily life (Mohammadnia & Moghadam, 2019).

A plausible interpretation of this pattern is that primary EFL textbooks may prioritize messages that are developmentally appropriate and instructionally manageable. Textual and visual cues of daily behavior can be taught without extensive scientific explanation, and they fit well with elementary language objectives (e.g., describing routines, giving advice, stating rules). This approach resonates with recommendations that sustainability integration in English lessons should be grounded in real life contexts and simple practices to support learner engagement (Şanal et al., 2023). However, the reliance on implicit routines may also lead to a narrow sustainability representation, in which complex issues such as renewable energy literacy, structured waste management (sorting, recycling systems), and explicit climate change solutions are minimally addressed. This concern reflects broader arguments that ESD integration in textbooks requires clearer representation of sustainability dimensions and instructional strategies that move beyond surface level mentions (Mohammadnia & Moghadam, 2019).

The findings have several pedagogical implications. First, textbook developers can strengthen sustainability integration by ensuring a more balanced coverage of SDG/ESD priorities. In practical terms, visuals and tasks could be expanded to include guided, age appropriate projects on waste segregation and recycling routines, simplified renewable energy concepts, and basic climate action practices that connect daily behavior to broader environmental goals (Gavilan Tatin et al., 2024; Jamil et al., 2024). Second, teachers play a critical role in turning textbook messages into meaningful learning. Professional development that equips teachers with strategies to contextualize sustainability in language instruction, through discussion prompts, reflective questions, classroom projects, and home-school link activities, can help students connect "what to do" with "why it matters" (Şanal et al., 2023). In Indonesian contexts, strengthening school-based sustainability culture also aligns with the broader emphasis on environmental education initiatives and institutional support for sustainable practices (Kementerian Lingkungan Hidup dan Kehutanan, 2020; Prayogo et al., 2024).

The textbook uses consistent verbal patterns in addition to its visual representations to create environmental education. Sustainability is framed as useful behaviors that students can see and emulate in their everyday lives through the use of imperatives, action oriented terminology, and straightforward style. Although this method successfully introduces young students to routine stewardship and eco-friendly behaviors, it places more emphasis on immediate behavior and individual action than it does on developing a deeper awareness of systemic environmental challenges.

This study has limitations. It analyzed a single Grade IV EFL textbook and examined both visual and textual elements, while visual illustrations remained the most immediately visible mode in the dataset, which may not capture all sustainability messages contained in textual passages and tasks. In addition, the study did not include classroom implementation evidence, so it cannot determine how teachers and students interpret or apply the messages. Future research should examine multiple textbooks across Grades 1–6 and combine qualitative content analysis with classroom-based methods (e.g., teacher interviews, lesson observations, or student reflections) to understand how sustainability messages are enacted and internalized. Collaboration among teachers, publishers, and environmental stakeholders may further support the development of EFL materials that align more consistently with SDG/ESD priorities and strengthen environmental literacy in primary education.

Conclusion

This study examined sustainability related messages in an Indonesian Grade IV EFL textbook through qualitative content analysis, with particular attention to how environmental meanings are

communicated via textbook visuals. The findings indicate that the textbook largely frames sustainability as every day, actionable habits that are accessible for young learners. The dominant messages promote eco-friendly routines such as using less plastic, keeping home and school environments clean, choosing low-impact mobility (e.g., cycling), saving electricity by turning off lights, and caring for plants through watering and tree planting. Collectively, these representations support the development of ecological responsibility and can help nurture a culture of sustainability that extends beyond classroom practices to family and community life.

At the same time, the sustainability coverage remains uneven. While the textbook effectively models individual pro environmental behaviors, it provides limited representation of more systemic sustainability dimensions that are important for SDG/ESD oriented learning, particularly renewable energy literacy, structured waste management (sorting and recycling routines), and explicit, solution-oriented climate change learning. As a result, sustainability tends to appear as moralized personal behavior rather than a set of interconnected environmental challenges requiring informed understanding and collective action.

Practically, the findings suggest that future textbook development should strengthen sustainability integration by incorporating more balanced SDG/ESD dimensions through age appropriate texts, projects, and tasks, such as guided activities on waste segregation and recycling, simple explanations of renewable energy, and classroom-based climate action routines. In addition, teacher professional development is needed to support educators in contextualizing sustainability themes within language learning and in designing follow up activities that move learners from “doing” to “understanding” sustainability.

This study has limitations. It focused on a single Grade IV textbook and emphasized visual representations; therefore, the findings should be interpreted cautiously and not generalized across all Indonesian primary EFL materials. Future research should examine multiple textbooks across Grades 1–6 and triangulate content analysis with classroom-based evidence (e.g., teacher implementation and student responses) to better understand how sustainability messages are comprehended and translated into practice. Collaboration among teachers, publishers, and environmental stakeholders is also recommended to ensure primary EFL materials align more consistently with SDG/ESD priorities and equip students with both environmental awareness and practical pathways for action.

Reference

- Aldilla, R., Restiatun, & Afrizal. (2024). Faktor – Faktor Yang Mempengaruhi Indeks Kualitas Lingkungan Hidup (IKLH) Provinsi Di Indonesia, *lim(2009)*, 1–25. <https://doi.org/10.14710/jil.22.6.1494-1503>
- Basya, D., & Maulidia, A. B. (2024). *View_of_How_does_Indonesian_Secondary_EL_Textbook_Shape_Environmental.pdf*.
- Creswell, John W. Poth, C. N. (2018). *Qualitative Inquiry Research Design*.
- Darajati, W., Rudiyanto, A., & Nugroho, H. (2024). Lingkungan Hidup dan Sumberdaya Alam: Refleksi RPJPN 2005-2025 dan Visi 2025-2045. *Bappenas Working Papers*, 7(1), 86–105. <https://doi.org/10.47266/bwp.v7i1.314>
- Djirong, A., Jayadi, K., Abduh, A., Mutolib, A., Mustofa, R. F., & Rahmat, A. (2024). Assessment of Student Awareness and Application of Eco-Friendly Curriculum and Technologies in Indonesian Higher Education for Supporting Sustainable Development Goals (SDGs): A Case Study on Environmental Challenges. *Indonesian Journal of Science and Technology*, 9(3), 657–678. <https://doi.org/10.17509/ijost.v9i3.74385>
- Gavilan Tatin, I. A., Triyono, S., Jacobs, G. M., Trett, S., Soeta Bangsa, A. A., & Zhu, C. (2024). An Analysis of Environmental Education in Indonesian EFL Elementary School Textbooks. *International Journal of Education and Literacy Studies*, 12(3), 3–16.

<https://doi.org/10.7575/aiac.ijels.v.12n.3p.3>

- Gusnaini, U., Prasetyo, T. H., Afriani, I. H., & Rohmah, S. S. (2023). Analysis The Value of Environmental Awareness in Descriptive Text in Secondary School English Books. *International Journal of Educational Review, Law And Social Sciences*, 512–522.
- Humaida, N. (2022). An overview of key concepts in environmental knowledge: From ecology to sustainable development. *OMNICODE Journal (Omnicompetence ...)*, 1(2), 90–96. Retrieved from <http://journal.urbangreen.co.id/index.php/omnicode/article/view/170%0Ahttps://journal.urbangreen.co.id/index.php/omnicode/article/download/170/185>
- Jamil, M., Moin, M., & Sidra Nosheen, S. (2024). Integrating Sustainability of English Textbook for Intermediate Classes (Grade XII) in Pakistan. *Journal of Asian Development Studies*, 13(2), 137–147. <https://doi.org/10.62345/jads.2024.13.2.11>
- Kementerian Lingkungan Hidup dan Kehutanan. (2020). Rencana Strategis Kementerian Lingkungan Hidup dan Kehutanan Tahun 2020-2024. *Biro Perencanaan, Sekretariat Jenderal KLHK*, 12, 96–97.
- Lasekan, O. A., Opazo, F., & Méndez Alarcón, C. M. (2024). Enhancing Sustainable Development Goal Integration in Chilean Citizenship Education: A Thematic Analysis of Textbook Content and Instructional Strategies. *Sustainability (Switzerland)*, 16(12). <https://doi.org/10.3390/su16125092>
- License, I. (2019). Environmental Awareness, Attitudes, and Behaviour of Preservice Preschool and Primary School Teachers. *Issn 1648-3898 Issn 2538-7138*, 373–388. Retrieved from <https://www.cceol.com/search/article-detail?id=954414>
- Malik, E., Rohmatillah, R., & Rahmawati, I. N. (2024). An Analysis of English as a Foreign Language (EFL) Learners' Problems in Speaking Skills Based on Their Perception at Senior High School. *Educational Research in Indonesia (Edunesia)*, 6(1), 190–206. <https://doi.org/10.51276/edu.v6i1.1106>
- Mohammadnia, Z., & Moghadam, F. D. (2019). Textbooks as resources for education for sustainable development: A content analysis. *Journal of Teacher Education for Sustainability*, 21(1), 103–114. <https://doi.org/10.2478/jtes-2019-0008>
- Pramestri, R. S., & Priyana, J. (2025). Multimodal Text Analysis of a Student's Book for Grade VII of Junior High School, 5(9), 11729–11743.
- Prayogo, W., Ratnaningsih, W., Suhardono, S., & Suryawan, I. W. K. (2024). Environmental Education Practices in Indonesia: A Review. *Journal of Sustainable Infrastructure*, 3(1), 27–37. <https://doi.org/10.61078/jsi.v3i1.27>
- Rajagukguk, S. A. (2025). Environmental Awareness in ELT: a Critical Discourse Analysis of the English for Nusantara Grade IX Textbook, 4(2).
- Şanal, Y., Sezgin, S., Döker, S. D., Yavuz, F., & Mutlu, G. (2023). How to Integrate Sustainable Development in English Lessons: Reflections from Teachers, Students and Academicians. *Qualitative Inquiry in Education: Theory & Practice*, 1(1), 50–72. <https://doi.org/10.59455/qietp.4>
- Sulistiyo, U., Supiani, Kailani, A., & Lestariyana, R. P. D. (2020). Infusing moral content into primary school english textbooks: A critical discourse analysis. *Indonesian Journal of Applied Linguistics*, 10(1), 251–260. <https://doi.org/10.17509/IJAL.V10I1.25067>
- Syahrani, S., & Tavares, M. A. (2020). Nasib Target Emisi Indonesia: Pelemahan Instrumen Lingkungan Hidup di Era Pemulihan Ekonomi Nasional. *Jurnal Hukum Lingkungan Indonesia*, 7(1), 1–27. <https://doi.org/10.38011/jhli.v7i1.212>
- Triyono, S., Sahayu, W., Margana, & Fath, S. N. (2023). Ecological Discourse and Environmental Education in English Textbooks: A Multimodal Eco-critical Discourse Analysis, 29(September), 213–227. Retrieved from <http://doi.org/10.17576/3L-2023-2903-15>
- Wilujeng, I., Dwandaru, W. S. B., & Rauf, R. A. B. A. (2019). The effectiveness of education for

- environmental sustainable development to enhance environmental literacy in science education: A case study of hydropower. *Jurnal Pendidikan IPA Indonesia*, 8(4), 521–528. <https://doi.org/10.15294/jpii.v8i4.19948>
- Yu, B., & Guo, W. Y. (2024). Sustainability in English Language Teaching : Strategies for Empowering Students to Achieve the Sustainable Development Goals. Retrieved from <https://doi.org/10.3390/su16083325>
- Yulaswati, V., & Medrilzam. (2023). KHS RPJPN 2025-2045. *Kementrian PPN/Bappenas*, 11(1), 1–14. Retrieved from http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_S TRATEGI_MELESTARI