

DEEP LEARNING PROFILE INTEGRATION IN ENGLISH FOR NUSANTARA TEXTBOOK FOR VII GRADE: A CONTENT ANALYSIS

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Abstract

The Emancipated Curriculum in Indonesia emphasizes holistic student development through a deep learning approach, which goes beyond mere academic achievement. This study aims to investigate the integration of the Deep Learning Profile and language focus within the English for Nusantara textbook for Grade VII. A descriptive qualitative design was employed, utilizing content analysis as the primary method. Data were systematically gathered from the textbook using a Language Focus Analysis (LFA) Sheet and a Deep Learning Profile Integration (DLPI) Sheet, focusing on vocabulary, grammar, functional expressions, language skills, and the eight dimensions of the Deep Learning Profile. To support the document analysis, semi-structured interviews were conducted with two English teachers who actively use the textbook. The findings reveal that the textbook effectively contextualizes practical vocabulary and gradual grammar instruction within familiar, daily themes, providing highly functional expressions for real-life conversations. While all four language skills are supported, speaking and reading activities are predominantly featured. Crucially, the textbook successfully integrates the Deep Learning Profile into its instructional design. Communication and Collaboration are strongly fostered through interactive tasks, while Creativity and Critical Reasoning are cultivated via project-based and analytical exercises. The textbook also promotes Independence, Citizenship, Health and Well-being, and Faith and Consciousness in God Almighty through authentic contexts and habit-building scenarios. It can be concluded that English for Nusantara serves not only as a comprehensive resource for English language acquisition but also as a practical tool for holistic character building, aligning well with the goals of the Emancipated Curriculum.

Keywords: Content Analysis, Deep Learning Profile, Emancipated Curriculum, English Textbook, Junior High School

INTRODUCTION

The implementation of the Emancipated Curriculum (Kurikulum Merdeka) in Indonesia marks a significant paradigm shift in the national educational landscape. Initiated to address global challenges, learning loss, and the demand for 21st-century skills, this curriculum prioritizes flexibility, student-centered learning, and holistic character development (Qolbi & Susiawati, 2025). It moves away from a rigid, content-heavy approach toward one that emphasizes meaningful competence and the practical

application of knowledge (Prasetyo & Sari, 2025). Central to this vision is the adoption of a deep learning orientation. In the Indonesian context, deep learning does not refer to artificial intelligence but rather to a pedagogical approach that fosters mindful, meaningful, and joyful learning experiences, integrating cognitive, emotional, and physical development (TPPM Kemendasmaen, 2025). This approach aims to cultivate learners who can critically analyze information, think creatively, collaborate effectively, and apply their understanding to authentic, real-world situations (Albani, 2025).

The expected outcomes of this deep learning orientation are encapsulated in the Deep Learning Profile. This profile outlines eight key dimensions: Faith and Consciousness in God Almighty, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health and Well-being, and Communication (TPPM Kemendasmaen, 2025). These dimensions are intended to be woven into all aspects of the educational process, including instructional materials. Textbooks, as a primary resource in Indonesian classrooms, play a crucial role in shaping this learning environment. They not only provide academic content but also convey underlying educational philosophies and social norms (Indar et al., 2023; Khachatryan & Ghalachyan, 2023). Therefore, textbooks designed for the Emancipated Curriculum must actively promote the Deep Learning Profile by offering tasks and texts that encourage deep engagement and character building.

In English language teaching, this shift means moving beyond rote memorization of grammar and vocabulary. English is positioned as a tool for authentic communication, critical literacy, and cross-cultural understanding. The *English for Nusantara* textbook for Grade VII is an official resource designed to support these goals within the Emancipated Curriculum. While previous studies have examined textbooks for curriculum alignment and linguistic content (Awal et al., 2023; Nuralawiah & Baihaqi, 2024; Syahid et al., 2024), there is a notable gap in research focusing on the integration of the Deep Learning Profile within these materials (Perdana et al., 2025). For instance, while Subroto, Tensiska, and Indiarito (2014) highlight the importance of improving knowledge and skills for practical application in community settings, and Suwahyono (2004) emphasizes the need for rigorous scientific presentation, the specific mechanisms by which English textbooks foster holistic learner profiles require further investigation.

Therefore, this study aims to fill this gap by conducting a comprehensive content analysis of the *English for Nusantara* textbook for Grade VII. The urgency of this research lies in its potential to reveal how foundational educational materials align with the current national vision for holistic student development. Specifically, this study seeks to answer two primary questions: (1) What are the language focuses in each unit of the *English for Nusantara* textbook? and (2) What are the forms of integration of the Deep Learning Profile in each unit of the book? By addressing these questions, this research will provide valuable insights for educators, curriculum developers, and policymakers on how to effectively foster mindful, meaningful, and joyful learning through English language instruction.

METHOD

This study employed a descriptive qualitative design, utilizing content analysis as the primary research method. According to Krippendorff (2004), content analysis is a systematic technique for making replicable and valid inferences from texts to the contexts of their use. This approach was chosen because it allows for an in-depth examination of the textbook's textual and visual content to identify underlying themes and patterns related to language focus and deep learning principles, rather than measuring effectiveness statistically (Creswell & Creswell, 2018). The research was conducted between March and June 2026, focusing on the context of English learning for Grade VII students under the Emancipated Curriculum.

The primary data source was the official textbook, *English for Nusantara* for Grade VII. Each of the fifteen units across the five chapters was systematically analyzed. Two primary instruments were used for document analysis: the Language Focus Analysis (LFA) Sheet and the Deep Learning Profile Integration (DLPI) Sheet. The LFA Sheet guided the identification of vocabulary, grammar, functional expressions, and the integration of the four language skills (listening, speaking, reading, and writing). The DLPI Sheet was designed to identify learning activities and tasks that reflect the eight dimensions of the Deep Learning Profile: Faith and Consciousness in God Almighty, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health and Well-being, and Communication. The coding process involved categorizing texts, instructions, and visual elements according to these predefined indicators.

To triangulate the findings from the document analysis and provide contextual insights, secondary data were collected through semi-structured interviews. Two English teachers who actively use the *English for Nusantara* textbook in their Grade VII classrooms participated in the interviews. The interview guide focused on their perceptions of the textbook's language features and the practical implementation of deep learning principles in their teaching. The interview data were thematically analyzed to support and validate the inferences drawn from the textbook analysis, ensuring the trustworthiness and credibility of the research findings through validator triangulation.

RESULTS AND DISCUSSION

Results

The analysis of the *English for Nusantara* textbook for Grade VII reveals a highly structured yet contextualized approach to English language teaching. The findings are categorized into two major domains: the integration of language focus and the integration of the Deep Learning Profile.

Language Focus Found in English for Nusantara Textbook

The document analysis indicates that the textbook employs an integrated approach to language instruction. Vocabulary, grammar, functional expressions, and language skills

are not presented in isolation but are intricately woven into thematic units relevant to early adolescents' daily lives.

Regarding vocabulary focus, the data extracted using the LFA Sheet demonstrates a clear semantic progression across the five chapters. Chapter 1 introduces vocabulary related to personal identity, physical appearance, and hobbies (e.g., *address, siblings, tall, fishing*). Chapter 2 shifts to lexical items concerning food, taste, texture, and cooking utensils (e.g., *spicy, crunchy, flour, pan*). Chapter 3 focuses on spatial vocabulary related to rooms in a house and household chores (e.g., *sweeping, bucket, kitchen*). Chapters 4 and 5 concentrate on the academic environment, introducing terms related to school schedules, online learning, extracurricular activities, and directions (e.g., *timetable, assignment, beside, behind*). The analysis shows that vocabulary is introduced inductively. Rather than providing exhaustive bilingual word lists, the textbook presents new lexical items through visual graphic organizers, comic strips, and short dialogues. Interview data corroborated this finding, with teachers noting that embedding vocabulary within familiar contexts significantly lowers the affective filter for beginner learners, making comprehension and retention more natural.

In terms of grammar focus, the textbook restricts syntactic complexity to foundational structures appropriate for Phase D (Grade VII) learners. The dominant grammatical features identified include the verb 'to be' (affirmative, negative, interrogative), subject pronouns, indefinite articles, the simple present tense, prepositions of place, imperative sentences, and adverbs of frequency. The pedagogical approach to grammar is highly inductive and functional. For example, in Chapter 1, pronouns are introduced through a comic strip illustrating how words like *he* and *his* function to avoid repetition in a narrative about a character's hobby. In Chapter 2, imperative verbs (*mix, add, boil*) are taught explicitly as the driving mechanism of procedure texts. In Chapter 4, adverbs of frequency (*always, sometimes, rarely*) are embedded in surveys about study habits. The textbook successfully avoids abstract grammatical theorizing, opting instead for immediate application in communicative tasks.

The analysis of functional expressions reveals this as one of the textbook's strongest linguistic assets. The materials prioritize pragmatic competence, equipping students with expressions for immediate social transactions. The progression moves from basic phatic communication in early units to more complex negotiations of meaning in later units. Students learn formulas for greeting and introducing oneself (*Nice to meet you*), expressing gustatory preferences (*It tastes spicy*), giving sequential instructions (*First, you chop...*), discussing daily routines (*It starts at...*), asking for technical assistance in digital spaces (*Could you repeat that?*), and asking for spatial directions. Both interviewed teachers emphasized that these functional expressions are highly practical, enabling students to utilize English outside the classroom environment almost immediately.

Regarding language skills, the textbook ostensibly aims for an integrated-skills approach; however, the LFA Sheet analysis reveals a distinct dominance of receptive reading and productive speaking skills. Listening activities are present, typically formatted as short monologues or dialogues accompanied by comic strips (e.g., listening to characters discuss their favorite snacks). However, the frequency of dedicated listening tasks is lower than speaking tasks. Speaking is heavily emphasized through information-gap activities, peer surveys, and role-plays. Reading materials are diverse, encompassing descriptive texts, procedure texts, infographics, and short narratives, training students to scan for specific information and infer main ideas. Conversely, writing tasks are predominantly highly guided and scaffolded. Writing exercises are largely restricted to completing graphic organizers, formulating simple sentences based on visual prompts, or drafting short, patterned procedure texts. The interview data highlighted a practical limitation: while the textbook provides listening cues, actual classroom implementation is often hindered by a lack of audio resources, leading teachers to focus more intensely on reading and speaking activities.

Deep Learning Profile Integration in English for Nusantara Textbook

Moving beyond linguistic metrics, the DLPI Sheet analysis demonstrates that the *English for Nusantara* textbook acts as a medium for holistic character education, systematically embedding the eight dimensions of the Deep Learning Profile into its pedagogical framework.

Faith and Consciousness in God Almighty is integrated implicitly rather than explicitly. The textbook eschews direct theological instruction in favor of promoting universal moral values that form the behavioral foundation of this profile. Evidence of this integration is found in tasks that demand politeness, respect for elders and peers, gratitude for family provisions (such as meals discussed in Chapter 2), and personal responsibility (such as completing assigned household chores in Chapter 3).

The dimension of Citizenship is prominently featured through activities that simulate community participation and social norm adherence. In Chapter 1, a Neighborhood Walk

activity instructs students to use appropriate greetings with school janitors, teachers, and peers, fostering social awareness. In Chapter 4, the inclusion of Netiquette rules for online classes strongly promotes digital citizenship, teaching students to respect digital boundaries and communicate ethically in virtual spaces. Furthermore, tasks requiring students to design posters for school festivals simulate active civic engagement within the school community.

Critical Reasoning is actively cultivated through tasks that transcend basic reading comprehension, requiring students to analyze, sequence, compare, and evaluate information. A prime example is found in the recipe analysis tasks in Chapter 2, where

students must logically sequence randomized cooking steps based on transitional markers. In Chapter 3's What's Missing? activity, students must analytically compare verbal descriptions with visual inputs to identify discrepancies. In Chapter 5, reading maps to determine the most logical route between school buildings demands spatial reasoning and problem-solving skills.

The textbook provides robust avenues for Creativity, moving students from mechanical reproduction to original production. Creative integration is evident when students are tasked with writing unique descriptive profiles in a Guess Who game. In Chapter 3, students design original, functional sticker signs to promote cleanliness at home. In Chapter 4, they synthesize reading materials to create personalized infographics displaying their own online learning tips. These tasks require the synthesis of linguistic knowledge with imaginative design.

Collaboration emerges as one of the most structurally embedded profiles. The instructional design relies heavily on social constructivist principles, mandating peer interaction. Data shows that nearly every unit contains pair work or group discussions. Tasks such as interviewing classmates about food preferences, co-constructing a description of a room, or collaborating on a school event poster require students to negotiate meaning, share responsibilities, and respect diverse peer inputs.

The dimension of Independence is fostered by shifting the locus of learning from the teacher to the student. This is visible in self-directed tasks where students must collect real-world data independently, such as interviewing their own family members about domestic chores. Furthermore, activities that require students to reflect on and document their personal study habits and daily routines promote self-regulation, initiative, and personal accountability for their learning trajectories.

Health and Well-being is seamlessly integrated through thematic content rather than explicit health lessons. Chapter 2's focus on food ingredients and eating habits initiates subconscious reflections on nutrition. Chapter 3 dedicates significant space to the vocabulary and routines of house cleaning, promoting environmental hygiene. Chapter 4 discusses maintaining balanced study routines and proper posture during online learning, directly addressing mental and physical well-being in an academic context.

Finally, Communication is the foundational bedrock of the textbook, representing the most dominant deep learning profile. The textbook conceptualizes language not as an object of study, but as a vehicle for interaction. This is evidenced by the sheer volume of interactive tasks: presenting personal infographics, describing absent objects to a partner, role-playing directions, and conducting class surveys. The textbook consistently forces information gaps that can only be bridged through active, mindful, and meaningful oral or written communication.

In summary, the *English for Nusantara* textbook successfully bridges the gap between language acquisition and character development. It conceptualizes the Grade VII learner

not just as a novice speaker of English, but as a developing citizen who must learn to think critically, act creatively, and collaborate empathetically in a rapidly changing world.

Discussion

The findings of this content analysis provide compelling evidence that the *English for Nusantara* textbook aligns closely with the pedagogical demands of the Emancipated Curriculum. By contextualizing language focus within highly relevant thematic areas, the textbook successfully implements the principles of Communicative Language Teaching (CLT). The inductive approach to grammar and the strong emphasis on functional expressions corroborate Richards and Rodger's (2001) assertion that effective language instruction must prioritize meaningful interaction and pragmatic utility over mechanical, decontextualized drills. The linguistic findings of this study align with recent evaluations of Indonesian English textbooks, which generally report an improvement in communicative orientation but continue to note a disparity in skill distribution, specifically the marginalization of listening skills and the heavy scaffolding of writing skills (Awal et al., 2023; Nuralawiah & Baihaqi, 2024).

However, the primary theoretical contribution of this study lies in its detailed exploration of the Deep Learning Profile. Previous research has predominantly evaluated textbooks through the lens of feasibility standards (e.g., BSNP criteria), focusing on graphic design, language correctness, and syllabus alignment (Syahid et al., 2024). This study extends the academic discourse by analyzing the textbook as a holistic pedagogical agent. The findings demonstrate that *English for Nusantara* transcends the traditional boundaries of a language manual; it functions as a comprehensive tool for character education.

The robust integration of Communication, Collaboration, Creativity, and Critical Reasoning indicates a shift from surface-level learning (memorization) to deep learning (application and synthesis). When students are asked to collaboratively design an infographic about study habits, they are not merely practicing imperative verbs; they are engaging in critical self-reflection, negotiating ideas collaboratively, producing creative visual content, and communicating their findings. This multi-layered instructional design embodies the Emancipated Curriculum's goal of fostering mindful, meaningful, and joyful learning environments. It validates the theoretical proposition by TPPM Kemendasma (2025) that deep learning is achieved through the integrated development of cognition, emotion, and active physical practice.

Despite these significant strengths, the discussion must also acknowledge pedagogical limitations. The indirect integration of Faith and Consciousness in God Almighty relies heavily on the teacher's ability to draw out moral lessons from secular tasks. If a teacher focuses solely on the linguistic mechanics of a greeting, the underlying value of civic respect may be lost. Furthermore, as corroborated by the interview data, the dominance of reading and speaking, coupled with the reliance on external audio resources

for listening, means that the full realization of the textbook's potential is highly contingent upon the teacher's facilitation skills and the school's infrastructure. In line with the findings of Subroto et al. (2014) in *Jurnal Dharmakarya*, which emphasize that the enhancement of practical skills requires supportive environmental conditions, the successful implementation of this textbook's deep learning tasks requires a supportive classroom ecology. Similarly, echoing the principles outlined by Suwahyono (2004) regarding the effective presentation of scientific and educational materials, the textbook's visual and structural presentation of complex profiles like Critical Reasoning requires teachers to actively guide students beyond surface-level comprehension.

CONCLUSION

The *English for Nusantara* textbook for Grade VII effectively implements an integrated, contextual, and communicative approach to language learning. It introduces practical vocabulary and gradual grammar instruction through familiar daily themes, emphasizing functional expressions that students can immediately apply. While speaking and reading are the most dominantly practiced skills, the textbook supports comprehensive language development. Crucially, the textbook successfully embeds the Deep Learning Profile into its instructional design. Communication and Collaboration are central to the learning activities, while Creativity, Critical Reasoning, and Independence are fostered through project-based and analytical tasks. Values related to Citizenship, Health and Well-being, and Faith are meaningfully integrated through authentic social contexts and habit-building exercises. Therefore, the textbook functions as a highly qualified medium that supports both English language acquisition and the holistic character development envisioned by the Emancipated Curriculum.

It is recommended that educators fully leverage the interactive and project-based tasks within the textbook to maximize the development of the Deep Learning Profile, rather than focusing solely on linguistic accuracy. Schools should ensure adequate facilities to support the listening and digital literacy components of the book. Future research should expand this analysis to English textbooks at other grade levels to evaluate the progression of deep learning integration across the curriculum.

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