

The Representation of Ecocentric Discourse in Indonesian Language Textbooks for Junior High School

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Abstract

In the context of an escalating global environmental crisis, this study aims to address the crucial role of language teaching by comparatively analyzing the representation of ecocentric discourse in six official Indonesian junior high school language textbooks under the 2013 and Merdeka Curricula. Employing a qualitative content analysis methodology, the findings reveal a critical deficit of ecocentric content, with only 70 instances identified across all books. A systematic regression was observed, with ecocentric representations decreasing by grade level in both the 2013 Curriculum (from 41 to 9, then 3) and the Merdeka Curriculum (from 14 to 2, then 1). Comparatively, the newer Merdeka Curriculum, with only 17 total findings, exhibits a significant decline from the 2013 Curriculum's 53 findings. The study concludes that this marginalization of environmental discourse is not a reflection of authorial shortcomings but a systemic consequence of a centralized national textbook policy that reduces authorial autonomy. This research contributes a crucial empirical basis for advocating educational policy reform, urging the development of materials that systematically cultivate the ecological literacy required for a sustainable society.

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INTRODUCTION

Indonesia is currently facing an escalating environmental crisis with increasingly tangible impacts each year. Data released by the National Disaster Management Agency (BNPB) paints a grim picture: throughout 2024, a total of 2,107 disaster events were recorded across the archipelago. These disasters not only claimed 489 lives and left 58 people missing but also injured more than 11,538 individuals. Furthermore, the humanitarian impact extended to displacing over six million people, forcing them to evacuate their homes in search of safety from nature's fury (Litha, 2025). The sheer scale of these casualty and displacement figures underscores the immense human suffering and economic losses borne by the nation.

A body of theoretical and empirical research indicates that the current ecological crisis is strongly correlated with the anthropocentric paradigm that has long dominated human civilization (Capra, 2003; Farawita, 2018; Keraf, 2013; Naess, 1989; Suwandi et al., 2016). This paradigm positions humans as the moral center of the universe. Within this framework, humans are considered the sole entities to possess intrinsic value, while nature and its constituents, animals, plants, and natural resources, are seen as having only instrumental value, existing merely to fulfill human needs and interests (Capra, 2003; Keraf, 2013; Naess, 1989). As Keraf (2013) asserts, this worldview has historically shaped and encouraged a mindset that justifies the limitless exploitation of nature. This paradigm also promotes destructive actions that directly increase the risk of hydrometeorological disasters (Insani, 2023; Prihantoro, 2014; United Nations, 2023).

In response to this destructive paradigm, the global community has shifted towards an ecocentric approach. Various preventive efforts based on ecocentrism have been promoted at the global level (UNESCO, 2022; UNESCO-UNEP, 1975, 1978). Initiatives such as the United Nations Environment Programme (UNEP), the Paris Agreement, and the Sustainable

Development Goals (SDGs) were established to address the root causes of environmental problems and encourage more responsible development. However, the rising frequency of disasters and the acceleration of global warming indicate that these programs and policies have not been fully effective in mitigating the environmental crisis (Caravita et al., 2008; Nurkamilah, 2018). Therefore, a more progressive, solution-oriented movement is required—one that can directly reach the heart of society (Insani, 2023; Jacobs & Goatly, 2000).

In this context, education holds a strategic role. Education serves not only as a medium for knowledge transfer but also as a crucial arena for shaping individuals' values, attitudes, and behaviors towards their environment (Capra, 2003; Keraf, 2013). Through the right approach, education can cultivate an ecocentric consciousness in students, transforming them from passive observers into active participants in nature conservation. One of the most effective and scalable means to achieve this is through textbooks: the primary learning resources for millions of students across Indonesia (Suwandi et al., 2016; Tatin et al., 2024). Well-designed textbooks can instill ecocentric values through narratives, images, and activities that shape pro-environmental mindsets (Eckersley, 2022; Jabeen et al., 2014; Liu et al., 2019; Torkar, 2014; Xiong, 2014).

However, the ideal effort to internalize ecocentric values through textbooks in Indonesia faces a significant structural impediment: a fundamental shift in the national textbook policy. Indonesia has transitioned from a relatively autonomous system for authors (during the KTSP Curriculum era) to a highly centralized model since the implementation of the 2013 Curriculum, a practice continued by the Merdeka Curriculum. In this new system, authors' creative freedom and intellectual autonomy are significantly reduced. Textbook authors now function more as "adaptors" who translate material frameworks prepared centrally by the Center for Curriculum and Textbooks (Puskurbuk). The implications of this shift are profound. The quality, depth, and diversity of

content in textbooks no longer fully represent the insights or idealism of their authors but instead become direct reflections of the priorities, vision, and even the limitations of the central institution.

This condition situates previous research in an important context while also highlighting a research gap that needs to be filled. Relevant to this, Stibbe (2021) offers an ecolinguistic-analytical framework to uncover ideologies hidden within texts. According to him, language is not neutral; it is filled with "stories we live by"—foundational narratives that can be either ecologically destructive or beneficial (Stibbe, 2018). His analytical toolkit includes concepts such as ideology, framing, evaluation, identity, salience, erasure, metaphor, conviction, and transformation, which serve as effective means to identify these hidden narratives. Since textbooks now reflect the vision of a central institution, the "stories" they contain are not merely the random views of authors but are representations of the dominant, institutionally sanctioned narrative to be passed on to students.

Furthermore, research on ecological values in textbooks is an international trend. Tatin et al. (2024), for instance, analyzed Indonesian primary school EFL textbooks using Stibbe's ecolinguistic framework and UNESCO's Environmental Education (EE) objectives. They found that while some ecocentric content was present, the material (87%) remained predominantly anthropocentric. Similarly, Majeed et al. (2022) analyzed Pakistani English textbooks (grades 9-10) using Stibbe's framework, finding that passive voice tended to obscure human accountability for environmental damage; they concluded ecocentric content needed optimization. Salah & Hamed (2021) found Egyptian EFL textbooks contained superficial ecocentric content, high anthropocentrism, and failed to encourage active student participation in environmental issues. In the national context, Suwandi et al. (2016) analyzed junior high Indonesian language Electronic School Books (BSE) under the KTSP Curriculum. This study concluded that ecocentric awareness was largely limited to knowledge, while the internalization of values and concern

for environmental degradation remained minimal.

This mapping reveals a significant research gap: no study has compared ecocentrism representation in Indonesian language textbooks under the 2013 and Merdeka Curricula, both from a centralized policy. This study fills that gap by comparatively analyzing ecocentric discourse in these textbooks. Adapting Stibbe's (2021) ecolinguistic analysis and the Belgrade Charter (Nation, 2020; UNESCO-UNEP, 1975), this research will compare the quantity and quality of ecocentrism in both sets. The findings will provide an empirical foundation for future textbook policies, contributing to what Capra (2003) terms a sustainable society.

METHODOLOGY

This study employs a qualitative approach with a descriptive-analytical design. The research focuses on systematically describing and analyzing textual data to uncover the representation of ecocentric discourse in textbooks. The primary analytical framework uses the ecolinguistic approach of Stibbe (2021), integrated with the objectives of environmental education based on The Belgrade Charter (UNESCO-UNEP, 1975).

The data source for this study consists of six Indonesian language textbooks for junior high school (Grades VII, VIII, and IX), from both the 2013 Curriculum and the Merdeka Curriculum, officially published by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). Data were collected using a document study technique. Each relevant textual unit (discourse, sentences, images) was identified and recorded for further analysis.

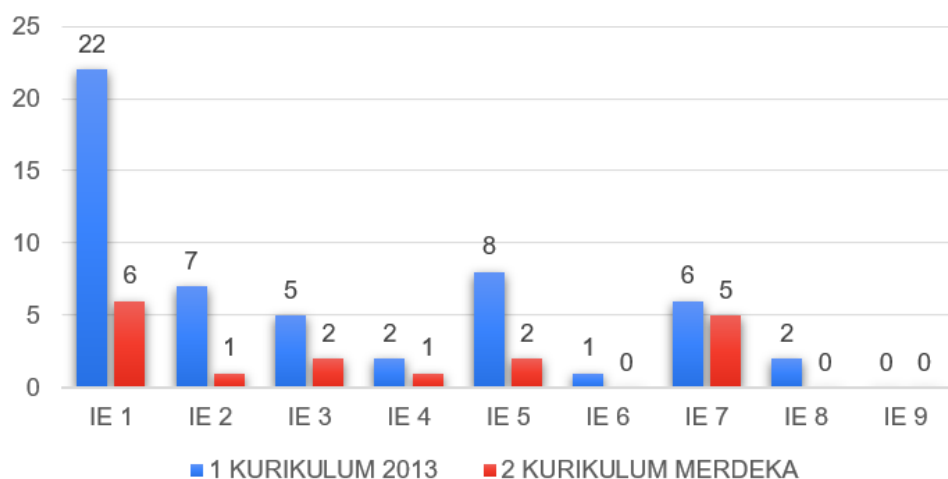
Data trustworthiness was established through triangulation (of sources and theories), member checking, and peer debriefing. The data was analyzed systematically using four concurrent flows of activity: data collection, data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). The research instrument used was a document analysis guide. This guide contains nine key

indicators to identify ecocentric content. These indicators, synthesized from the theoretical frameworks of Stibbe (2021), Suwandi et al. (2016), and UNESCO-UNEP (1975), cover a broad spectrum, including:

Tabel 1. Ecocentrism Indicator

Kode	Indikator Ekosentrisme
IE-1	Identification of ecosystem components
IE-2	Understanding of ecosystem functions
IE-3	Representation of environmental management systems
IE-4	Environmental values systems
IE-5	Concern for environmental degradation
IE-6	Behavioral adaptation to the environment
IE-7	Solutions to environmental problems
IE-8	Conservation of natural resources
IE-9	Positive utilization of the environment

RESULTS AND DISCUSSION



Data 1. Comparison of Ecocentric Findings in the 2013 Curriculum and Merdeka Curriculum Textbooks

Based on the comparative graph above, which contrasts the Indonesian language textbooks of the 2013 Curriculum and the Merdeka Curriculum against nine ecocentrism indicators (IE 1–IE 9), it is evident that the overall content of ecocentric values remains considerably low. The total number of findings from the six textbooks analyzed amounts to only 70, despite the fact that the total page count of these books is nearly 1,500. This indicates that the representation of ecocentric values in the teaching materials has not been a strong focus

compared to other content areas, such as culture, religion, nationality, and the Pancasila Student Profile (Badan Standar, 2022; Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku Yang Digunakan Oleh Satuan Pendidikan, 2016). The graph shows that indicator IE 1 (identification of ecosystem components) is the most dominant, with 22 findings in the 2013 Curriculum and 6 in the Merdeka Curriculum, while several indicators such as IE 6, IE 8, and IE 9 are entirely absent in the Merdeka Curriculum.

Furthermore, the 2013 Curriculum demonstrates a more consistent and robust performance in representing ecocentric values across all indicators compared to the Merdeka Curriculum. For instance, for IE 5 (concern for environmental degradation), the 2013 Curriculum records 8 instances, whereas the Merdeka Curriculum records only 2. This data

supports the conclusion that the Merdeka Curriculum tends to show a decline in both the quantity and distribution of ecocentric indicators, particularly as grade levels increase. The following are several representative analyses of the textbook content, corresponding to the nine ecocentrism indicators.

Identification of Ecosystem Components in Indonesian Language Textbooks

Data 2. Identification of Ecosystem Components



This image opens the descriptive text chapter in the Grade VII Indonesian language textbook (2013 Curriculum). It depicts a tranquil beach scene with swaying coconut trees, white sand, calm water, and clear skies. Lush vegetation signifies a healthy coastal ecosystem, representing tropical natural beauty familiar in the Indonesian context.

Within the ecocentrism indicator framework, this image falls under the IE 1 category: Representation of Ecosystem Components. The dominant biotic element is the coconut tree (*Cocos nucifera*), a typical coastal flora. Essential abiotic components include the white sand and seawater. The implied interaction between wind, plants, water, and land is integral to the coastal ecosystem's dynamics.

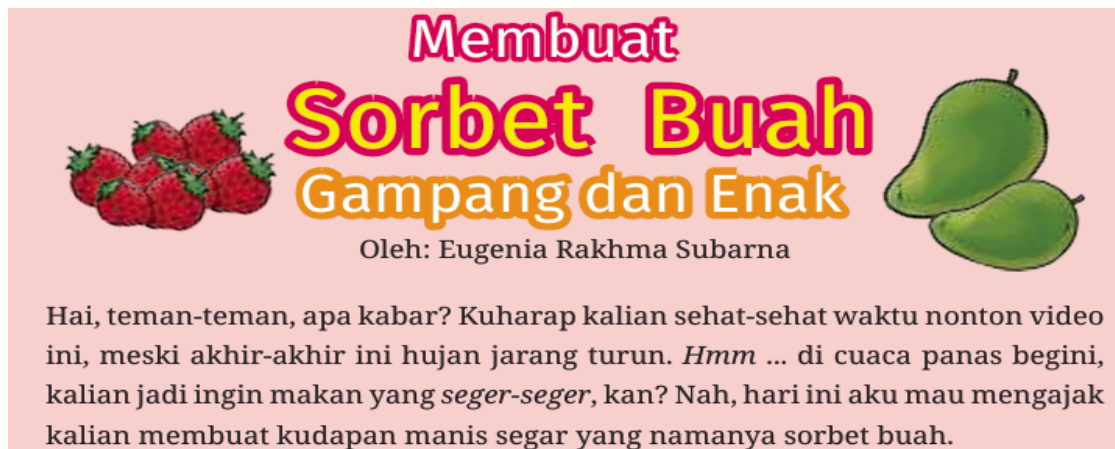
Pedagogically, this image holds significant potential in Indonesia. Beyond natural beauty, it

can stimulate student curiosity about local ecosystem components. The coconut tree, for example, possesses profound ecological, economic, and cultural value. Thus, the image serves as an effective starting point for exploring biodiversity and the importance of maintaining coastal ecosystem balance.

While representing Ecosystem Components (IE 1) and potentially enhancing awareness (in line with the Belgrade Charter), this idealized image, from Stibbe's perspective, may conceal ecological complexities. Achieving deeper environmental education goals requires supplementing this visual with material that fosters an understanding of ecosystem functions and motivates conservation actions beyond mere visual appreciation toward responsible behavior.

Understanding of Ecosystem Functions and Reciprocal Relationships

Data 3. Understanding of Ecosystem Functions and Reciprocal Relationships



This procedural text, found in the Grade VII Indonesian language textbook (Merdeka Curriculum), details making fruit sorbet. The main ingredients (fruits like strawberries and mangoes, and sugar) are direct products of the plant ecosystem. Although the text does not explicitly discuss conservation, it implicitly highlights human dependence on the plant ecosystem for food sources.

From the perspective of Arran Stibbe's metaphors, the fruit symbolizes "nature's bounty" for human processing. However, this bounty's sustainability is dependent on ecosystem health; disruptions like deforestation or climate change threaten fruit production and, consequently, food availability.

Aligned with the Belgrade Charter (1975), which emphasizes understanding human-environment interactions, this text serves as a pedagogical starting point. Though a recipe, it allows teachers to discuss fruit origins, the ecological role of plants, and how conservation practices affect resource availability.

In instilling ecocentric values, this text, despite its anthropocentric focus, can open discussions on the intrinsic value of plants. Understanding fruit as an ecological function bridges to realizing that ecosystem health is crucial for all beings, not just for human consumption. Connecting the enjoyment of sorbet to resource sustainability can guide

students toward a deeper appreciation and preservation of nature.

Representation of Environmental Management Systems

Data 4. Representation of Environmental Management Systems

Contoh 2

Baca buku tentang hewan-hewan langka. Bayangkan tiba-tiba kamu hidup dengan mereka dan dimintai tolong mereka agar tidak dimusnahkan oleh manusia. Fantasikan apa yang bisa terjadi pada hewan langka dan dengan dirimu dan sahabat-sahabatmu!

This data, from the Grade VII Indonesian language textbook (2013 Curriculum), invites students to imagine living with endangered animals pleading to avoid being "annihilated by humans." This premise implicitly highlights the negative impact of human actions, prompting reflection on human environmental responsibilities.

From Arran Stibbe's perspective on salience, the author emphasizes human-caused extinction to trigger emotional engagement. This focus on the animals' plight draws attention to the consequences of irresponsible environmental management and aims to instill awareness of human impacts on biodiversity.

Aligned with the Belgrade Charter (1975), which emphasizes "awareness of and sensitivity

to the total environment and its allied problems," this excerpt fosters empathy and understanding of mismanagement consequences by having students fantasize about the animals' perspective.

In instilling ecocentric values, this premise implicitly criticizes management systems that permit extinction. The exercise encourages a broader "community of life" view, challenging purely anthropocentric practices and promoting ethical consideration for the preservation of other species.

Analysis of Environmental Value Systems

Data 5. Environmental Value Systems

Pada unit ini kamu akan belajar tentang teks yang menjelaskan kebesaran Tuhan melalui ciptaan-Nya. Dari hasil penelitian secara sistematis melahirkan pengetahuan tentang beragam hewan, tumbuhan, gunung, pantai, dan lain-lain. Hasil penelitian dipaparkan secara sistematis dalam teks laporan hasil observasi. Kita juga patut terus bersyukur karena Tuhan memberikan akal kepada kita untuk digunakan memikirkan ciptaan-Nya. Pada bagian ini kamu akan belajar memahami ciri dan menulis teks laporan observasi.

This data, from the Grade VII Indonesian language textbook (2013 Curriculum), features a caption explicitly linking all ecosystem components (animals, plants, mountains) to "God's creation." This represents a religious-based environmental value system, implying all creation has inherent value and deserves respect. The caption suggests humans, as recipients of

reason, have a responsibility to "contemplate His creation," which implies an effort to understand, appreciate, and preserve it. The implicit message is that humans must not act arbitrarily toward creation.

From the perspective of Arran Stibbe's ideology and conviction, the author conveys an ideology connecting environmental and religious values. The author's conviction is that understanding nature as God's creation fosters gratitude and a responsibility to protect it. The motive is likely to instill conservation values through a spiritual approach, deemed more deeply rooted in the students' worldview.

In line with the objectives of the Belgrade Charter (1975), this caption potentially develops students' environmental awareness and values through an ethical-spiritual approach. The Charter emphasizes helping students develop "a set of values and feelings of concern for the environment." Linking nature to religious concepts can be an effective way to instill profound conservation values.

In the context of instilling ecocentric values, this caption provides a strong value-based foundation. By viewing the ecosystem as God's creation, the intrinsic value of nature is recognized, independent of its utility to humans. This fosters respect and a desire for preservation. The assignment to "contemplate His creation" can also direct students to develop a deeper understanding of nature's complexity, thereby strengthening their ecocentric awareness

Potrayal of Concern for Environmental Degradation

Data 6. Potrayal of Concern for Environmental Degradation

Malang, 14 November 2015

Salam semangat pelajar!
Apa kabarmu, Ozi?
Ozi saya dengar kotamu sedang di landa bencana asap. Aku khawatir akan keadaanmu. Apakah kamu baik-baik saja? Apakah kamu dapat belajar di sekolah tanpa terganggu asap?
Liburan semester ini, Ayahku akan memberikan penyuluhan program Desa Bebas Api di desamu. Aku diajak oleh ayah agar dapat mengunjungimu. Apakah kamu ada kesibukan liburan semester ini? Jika tidak, aku akan sangat senang dapat mengunjungimu.
Sekian dulu, kutunggu balasanmu.

Sepupu dan sahabatmu,
Fiola

This data, from the Grade VII Indonesian language textbook (2013 Curriculum), is a letter where Fiola expresses empathy for her friend, Ozi, who is affected by a smoke disaster. Her questions about his well-being make the negative impacts of environmental degradation (forest fires) on daily life and health salient. Fiola's worry effectively conveys the severity of these adverse effects.

The writer, Fiola, conveys ecocentric messages by showing empathy and solidarity with a friend experiencing hardship from an environmental disaster. Her desire to ensure his safety and offer to visit indicates a wish for direct moral support.

Aligned with the Belgrade Charter (1975), this letter indirectly fosters student awareness of

the real-life consequences of environmental damage. The Charter emphasizes developing solidarity with victims of environmental degradation. Thus, students can learn empathy and understand the significant social and humanitarian impacts of such disasters.

In the context of instilling ecocentric values, the letter, though focused on human well-being, implicitly highlights the adverse effects of destructive actions (like forest burning) on quality of life. This concern for Ozi can be extended to the damaged environment and all affected beings, serving as an initial step toward understanding human responsibility to prevent environmental degradation from harming all life, both human and non-human.

Promotion of Behavioral Adaptation to the Environment

Data 7. Promotion of Behavioral Adaptation to the Environment

Gerakan pencinta alam dengan dasar "sadar lingkungan sehat" telah mulai menggejala di kalangan remaja. Tidak sedikit perkumpulan pencinta lingkungan yang anggotanya terdiri atas pelajar, baik itu pelajar SMP, SMA, maupun para remaja dari lingkungan pesantren. Keberanian untuk melakukan penelitian ilmiah semakin meluas, khususnya di tingkat SMA. *Fenomena semacam itu merupakan bukti bahwa remaja pada tahun-tahun ini tidak selalu bernilai negatif.*

This data, from the Grade VIII Indonesian language textbook (2013 Curriculum), positively

evaluates the emergence of adolescent "nature lover movements" rooted in "healthy

environmental awareness." The writer makes salient that this movement involves diverse students, including from pesantren (Islamic boarding schools). Their environmental research counters negative youth stereotypes and indicates a behavioral adaptation (IE-6) to environmental degradation, showing active solution-seeking through groups and research.

From Arran Stibbe's perspective (evaluation and identity), the writer positively assesses these adolescents, constructing their identity as proactive agents of change, which contrasts negative stereotypes. The motive is likely to inspire readers and demonstrate that concrete environmental action is growing among youth.

Aligned with the Belgrade Charter (1975), this text encourages active student participation and skill development in addressing environmental problems (IE-6). The Charter emphasizes developing responsibility and the ability to act collectively in preservation efforts.

In instilling ecocentric values, this text exemplifies how concern for environmental degradation (IE-5, implied) encourages positive behavioral adaptation (IE-6). These adolescents initiate tangible solutions (groups, research), demonstrating an understanding of human responsibility within the ecosystem. This example can inspire other students toward more responsible environmental behaviors.

Presentation of Solutions to Environmental Problems

Data 8. Presentation of Solutions to Environmental Problems

Pelalawan, 29 November 2015

Bapak Presiden yang terhormat.

Bapak, saya siswa kelas IV SDN Kuala Panduk. Saya tinggal di Desa Kuala Panduk. Sudah satu minggu saya dan beberapa teman lain tidak bersekolah karena sakit. Kami sakit karena menghirup udara yang berasap. Dada kami sesak ketika bernafas. Mata kami perih ketika terbuka. Rasanya sangat tidak nyaman.

Bapak, sebentar lagi kami harus ujian akhir semester. Kami harus masuk sekolah untuk belajar dan ujian. Kami tidak bisa sungguh-sungguh belajar dan ujian karena asap tebal di kelas.

Bapak, tolong kami segera! Kami ingin tumbuh dan belajar seperti anak-anak di kota lain. Kami belajar dan menjadi sukses seperti Bapak. Kami ingin belajar dengan menghirup udara bersih tanpa asap!

This data, from the Grade VII Indonesian language textbook (2013 Curriculum), is a 4th-grader's letter demonstrating awareness of their right to a healthy environment. The inability to attend school due to smoke inhalation shows the direct violation of this right. The plea, "Sir, please help us soon!" and the desire to "study while breathing clean air," articulate agency and demand government responsibility.

From the perspective of Arran Stibbe's concepts of agency and environmental justice, the student assumes an active role, demanding environmental justice. The letter exemplifies child agency facing a direct environmental

impact and highlights an environmental injustice where poor air quality denies children their rights.

Aligned with the Belgrade Charter (1975), this letter is highly relevant for developing student awareness of environmental rights (IE-9). The Charter emphasizes acquiring an awareness of global interdependence and justice issues.

In the context of instilling ecocentric values, the letter, though human-centric, implicitly highlights nature's right not to be polluted, as the smoke stems from broader degradation. The student's right to clean air can be extended to the ecosystem's right to a healthy state. This can trigger discussions about governmental and societal responsibility to

protect the environment for all parties, including future generations and nature itself.

Data 9. Solutions to Environmental Problems

Membuat Biopori

1. <i>Pilihlah tanah di daerah sekeliling pohon.</i>
2. <i>Perkuat mulut lubang dengan semen sekitar 2-3 cm dan setebal 2cm di sekelilingnya agar tanah tidak jatuh ke dalam lubang yang akan diisi sampah.</i>
3. <i>Buatlah lubang dengan cara melubangi tanah dengan diameter 10-30 cm dan kedalaman 80-100 cm menggunakan linggis, bamboo, atau alat pengebor biopori.</i>

This data, from the Grade VII Indonesian language textbook (2013 Curriculum), is a procedural text presenting a concrete solution (IE-7) to water and soil health management in concretized areas. Creating biopore infiltration holes is a tangible action to increase water absorption, reduce flood-causing runoff, and improve soil fertility. The practical steps empower students to be part of the solution.

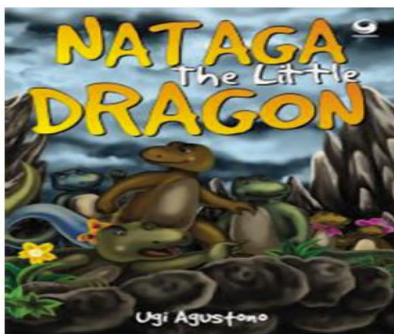
From Arran Stibbe's perspective (agency and action-orientedness), the writer provides agency to students through this directly implementable solution. The focus on specific steps demonstrates an orientation toward real action, likely motivated by a desire to inspire students to move from understanding to proactive problem-solving.

Aligned with the Belgrade Charter (1975), this text directly develops student skills and active participation in addressing environmental problems (IE-7). The Charter emphasizes helping students acquire the skills to identify and solve environmental issues.

In the context of instilling ecocentric values, this text teaches that humans have an active role in environmental restoration. Creating biopores exemplifies how simple, local actions can contribute positively to ecosystem health. This fosters an understanding that solutions are an individual responsibility, and participation develops a sense of involvement in maintaining nature's balance.

Natural Resource Conservation Efforts

Data 10. Natural Resource Conservation Efforts



Sumber: Foto pribadi
Gambar 2.2 Cerita Fantasi bermuatan Pulau Komodo

Cerita fantasi merupakan salah satu genre cerita yang sangat penting untuk melatih kreativitas. Berfantasi secara aktif bisa mengasah kreativitas. Kamu bisa menjadi penulis hebat. Harry Potter termasuk cerita fantasi yang sangat terkenal. Di Indonesia kita memiliki penulis hebat yang menulis berbagai cerita fantasi. Di antara penulis hebat cerita fantasi itu adalah Ugi Agustono dan Joko Lelono. Ugi Agustono menulis cerita fantasi berdasarkan pengamatan terhadap komodo dan suasana di pulau Komodo. Joko Lelono juga menulis cerita fantasi dengan nuansa lokal. Kamu juga dapat belajar menulis fantasi dengan belajar secara tekun dan tidak takut berkreasi. Kamu dapat seperti mereka.

This data, from the Grade VII Indonesian language textbook (2013 Curriculum), highlights an author using Komodo Island and the Komodo dragon as inspiration for a fantasy story. This choice indicates appreciation for the Komodo as a unique natural resource representing biodiversity. By featuring this protected endemic animal, the writer implicitly participates in its conservation (IE-8), potentially enhancing the Komodo's value in readers' eyes and fostering conservation awareness.

From the perspective of Arran Stibbe's concepts of heritage and value, the writer utilizes the Komodo dragon as part of Indonesia's natural heritage, which possesses intrinsic value. The motive is likely to introduce this natural wealth to a wider audience and instill appreciation. Making the Komodo central to a fantasy story contributes to public awareness of its existence and conservation status.

In line with the Belgrade Charter (1975), using the Komodo as inspiration can enhance student awareness of the importance of conserving natural resources (IE-8), particularly biodiversity. The Charter emphasizes the need to preserve natural resources for present and future generations.

In the context of instilling ecocentric values, utilizing the Komodo dragon in fiction fosters appreciation for the intrinsic value of the species and its ecosystem. A fantasy story can make the Komodo more relevant to students, strengthening the desire to protect it. This can lead to an understanding of conservation as a shared responsibility for maintaining ecological balance and global natural heritage.

CONCLUSION

Based on the discussion, several findings merit reflection for improving future ecocentric textbooks. First, this study reveals a critical crisis in ecocentric representation in junior high Indonesian language textbooks under both the 2013 and Merdeka Curricula; only 70 instances were found across six analyzed books (1000+ pages). Second, beyond this minimal quantity, a highly systematic pattern of decline exists at

subsequent grade levels. The 2013 Curriculum findings decreased from 41 (Grade VII) to 9 (Grade VIII) and 3 (Grade IX); the Merdeka Curriculum showed a similar pattern, declining from 14 (Grade VII) to 2 (Grade VIII) and 1 (Grade IX). Third, the 2013 Curriculum (53 total findings) represents ecocentric values more than the Merdeka Curriculum (17 findings), suggesting a lack of environmental discourse reinforcement in the newer curriculum. These findings implicitly signal the marginalization of environmental discourse within the national education matrix, risking the perception that environmental issues lose relevance as students mature. This points not to a lack of authorial concern, but to a systemic consequence of a centralized national textbook policy that reduces authorial autonomy to that of 'material adaptors.' Therefore, this research provides strong empirical evidence to advocate for educational policy reform. By revealing how current policy impedes ecological internalization, this study calls upon stakeholders to design materials that consciously shape a future generation that is not only academically intelligent but also ecologically literate and aware.

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