

# The Representation of Global Competence in a Senior High School English Textbook in Indonesia

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## ABSTRACT

Global competence (GC) helps to overcome multidimensional problems that should be learned in education. It can be integrated through the English for Change textbook, which is the current and latest English textbook applying the Merdeka Curriculum. This research investigates the representation of GC in the English for Change textbook for 11th-grade Indonesian senior high school students. This qualitative research employed Critical Discourse Analysis (CDA) to evaluate and analyze the representation of GC in the 'English for Change' textbook, which follows the Merdeka Curriculum. The analysis was started by reading and codifying some parts of the textbook to four dimensions of GC from OECD PISA, which are examining the local, global, and intercultural problems; understanding and appreciating various perspectives from others; engaging in open, appropriate, and effective multicultural interaction; and taking action for the development and sustainability of well-being. The finding reveals that GC is represented sufficiently, as shown in 59 pages of the book. The most important dimension is to take action for collective well-being and sustainable development, with a percentage of 42.37%. However, examining local, international, and intercultural problem dimensions should be exposed more in the book, with a percentage of only 11.86%. Therefore, teachers and students need to learn GC through the English for Change textbook and expand additional insights about multidimensional problems through other learning resources besides the English for Change textbook.

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## 1. INTRODUCTION

Due to massive changes in the globalization era causing many problems, global competence (GC) exists to respond to the problems. GC is a crucial skill for individuals worldwide. It is a skill that helps to overcome the problems of globalization, migration, acculturation, and urbanization. It deals with individuals' and communities' problems in the global community context. Further, GC is the

multidimensional ability to demonstrate a skill in dealing with local, global, and intercultural problems. It also refers to understanding and respecting various viewpoints to promote a sustainable and inclusive environment and well-being (OECD PISA, 2018). OECD (2016) also mentions how global competence supports young people in diverse communities peacefully. Similarly, it provides an opportunity to get exposure to intercultural communicative competence (ICC) and other cultures (Slapac, 2021). The ability to question intercultural perspectives, human rights, and justice can also be considered global competence (Conolly, 2019). Therefore, GC is a valuable asset in facing unpredictable situations in a diverse community, and it will assist and guide people in overcoming problems due to today's globalization era since GC assists people with intercultural and global skills to survive.

Furthermore, the concept of global competence might sound similar to the 21st-century skills promoted by UNESCO's International Institute for Educational Planning. However, these terms differ in focus, where 21st-century skills focus on generic and everyday life problems, and they apply to all of them (Learning Portal IIEP UNESCO, 2023). In contrast, global competence relates to being sensitive and collaborative in responding to cross-cultural issues, meaning it tends to focus only on cultural and diverse contexts (Mansilla & Wilson, 2020). Precisely, according to National Education Association (2010), global competence is fundamental to 21st-century skills. It is a part of it where it provides in-depth knowledge and understanding of multidimensional issues. Besides, the GC has practical steps such as creating global awareness, appreciating global diversity, speaking various languages, and having competitiveness skills in this current world. Evidently, global competence serves as a tool to address the challenge of cross-cultural understanding while also being a component of 21st-century skills. In other words, global competence provides clear and specific steps for addressing multidimensional and intercultural problems compared to 21st-century skills. However, global competence is a part and imperative of 21st-century skills.

Additionally, OECD PISA (2018) outlines several dimensions, such as examining the local, global, and intercultural problems; understanding and appreciating various perspectives from others; engaging with open, appropriate, and effective multicultural interaction; and taking action for the development and sustainability of well-being. These dimensions are influenced by knowledge, skills, attitudes, and values. Global competence assessment aims to answer the current demands of a world where globalization is becoming actual (Divéki, 2022). Moreover, it seeks to prepare young people to live in a multicultural society harmonically, following the changing labor market, using media technology responsibly and effectively, and supporting the enhancement of sustainable development goals (OECD, 2018).

In summary, numerous stakeholders emphasize the importance of global competence, particularly for the individuals who will get exposure from the international community, such as studying abroad and joining international competitions or conferences. Therefore, it is imperative to instill the value of global competence in all aspects of life, including in Indonesia. Using it can help people, especially young people, interact with others from various backgrounds as global citizens. Using this competence also promotes justice and inclusive places for all people without exception, like in the previous discussion. Consequently, the government should implement global competence based on the educational setting.

In line with that, many policymakers, including educators, are increasingly focused on promoting global competence. They believe global competence should be ensured in the formal educational system where it is relevant and necessary for students' future (Conolly, 2019). Furthermore, this perspective is supported by the need for a global economy where the global requirement needs to survive in competitive workplaces (Yemini et al, 2020). OECD (2018) argues that global competence plays a significant role in developing economic prosperity. It says that global competence should be integrated with education itself. Similarly, (Chandir & Gorur, 2021) suggests that education combined with global competence seems like a nation's investment to have a better and more competitive human resource for the current situation. Global competence leads to worldwide engagement, essential for education (Kim, 2021). Therefore, global competence is related significantly to education and should be integrated into daily instruction to develop human resources.

One critical arena of global competence integration is the subject of English. English facilitates communication in the international community and is recognized as a widely spoken foreign language in the world (Gaudelli, 2016). The implementation of global competence in English classrooms is identified as essential to bring contextual learning based on global, local, and intercultural issues, and it can develop students' global competence (UNESCO-MGIEP, 2017). This approach also plays a unique role in shaping and enhancing human understanding of their environment. This is the best place for training their decision and action-making (Arabov & Fayziyev, 2022). As a result, these points underscore that incorporating global competence might be beneficial in helping students understand English based on the culture included in it.

In addition, teachers have various ways to integrate global competence in the teaching process, such as putting in pedagogy, collaborative work, structured discussions, structured debates, learning for service purposes, and putting GC substance into the English textbook (OECD, 2018). These activities aim to cultivate and shape the students' global competence from an early age. One effective strategy incorporating global competence is using textbooks as educational artifacts (Chou & Ya-Ting, 2019). Notably, the use of textbooks intends to familiarize students with the notion of global competence since the textbook is identified as the primary resource and the closest artifact to the students (Nguyen et al., 2021). Therefore, integrating global competence in English textbooks emerges as a potential strategy to be developed.

The integration of global competence in English textbooks holds significant potential. The reason lies in the requirements for understanding the culture of the origin of English itself (Setyono & Widodo, 2019). However, the research topic about global competence in English textbooks still needs to be improved. More research is needed to examine the global competence of Indonesian English textbooks or analyze English textbooks as educational artifacts. This research gap persists because previous studies have been conducted in limited settings, primarily in other countries. Nguyen, Marlina, and Cao Gaudelli, (2021) focus on Vietnamese English textbooks emphasizing the preparation of students to use English as a lingua franca to talk with native speakers. The reason lies in the importance of communication skills, which involve English proficiency in communicating in the actual world. In this research, the researchers also mention multiculturalism, globalization, and avoiding conflicts in the Vietnamese English textbooks, which are part of global competencies.

Furthermore, Yacob, Yunus, and Hashim (2022) also study global competence in education. However, the focus was solely on investigating the primary interest of Malaysians in integrating global competence into their Education for English as a Second Language (ESL). In addition, their study was limited to discussing the implementation of global competence in a broader way. Following this, Divéki (2022) reveals that teachers in Hungary are believed to be able to teach their EFL students about global and intercultural issues as components of global competence. Yet, the students avoid the local problems essential to global competence. Furthermore, the study from Slapac (2021) indicates that teachers tend to emphasize the language goal related to global competence. However, the teachers still lack understanding and require guidance to apply global issues while teaching and learning English. Additionally, teachers need access to ample resources and opportunities for international collaboration to enhance their understanding of global competence. These findings reveal several gaps, including limited research settings, incomplete dimensions of global competence, and an imbalanced understanding of it.

In summary, the discussion of global competence should be extended in the Indonesian English textbook. It is crucial to conduct more studies on the representation of global competence in Indonesian English textbooks. Hence, according to the previous discussion about relevant studies, the global competence in the English subject only discusses a particular scope, such as Hungary, Malaysia, Vietnam, and Romania. No studies have been conducted in Indonesia to date. Moreover, these studies primarily focus on the teachers' perspectives and employ qualitative methods. Therefore, according to those gaps of minimal studies and methods of global competence research evaluation in English textbooks in Indonesia. The author intends to examine the representation of global competence in English for Change in the 11th-grade English textbook of Indonesian Senior High School. This study is expected to be an

information and evaluation of global competence integration in English textbooks for the development and improvement of Indonesia's education which relies on the current trend of the world's needs. Moreover, as the primary resource in the teaching and learning process, this study is also expected to serve as a valuable reference to illustrate and explore the representation of global competence in that English textbook and its purpose in learning. This analysis will be conducted through the critical discourse analysis method. Finally, realizing the emergence of global competence in this current status quo where it helps deal with and manage multidimensional issues. Therefore, the evaluation of global competence representation in English for Change textbooks will be conducted to provide feedback for the betterment of Indonesia's education, particularly resources for English language teaching.

## 2. METHODS

### 2.1 Research Design

This qualitative research design employed Critical Discourse Analysis (CDA) to analyze the representation of global competence in the 11th-grade English textbook endorsed by the Ministry of Education and Culture of the Republic of Indonesia. According to Fairclough (2013), Critical Discourse Analysis (CDA) was chosen for its ability to reveal how language functions within social constructs and contexts, making it particularly suitable for educational research that integrates social context and sees language as part of social construction. The content analysis was carried out through the global competence framework from The OECD PISA which analyzed through CDA to find out the dimension of global competence in the textbooks based on the language functions within social construction.

### 2.2 Research Context



**Figure 1.** English for Change for 11<sup>th</sup> Grade Senior High School Textbook

The context of this research was analyzing global competence representation in the 11th-grade English textbook English for Change. It is an English textbook for senior high school students in Indonesia. This book was written by Astuti et al. (2022) and endorsed by the Indonesian Ministry of Education and Culture (MOnNEC). This book can be accessed and downloaded through the Sistem Informasi Perbukuan Indonesia website ([www.buku.kemdikbud.go.id](http://www.buku.kemdikbud.go.id)). This English textbook was constructed with the latest curriculum, the Merdeka Curriculum. This book consisted of 266 pages, with five total units. The themes of this book were digital literacy, environmental issues, healthy life, and financial management. Furthermore, this book exists in electronic and physical copies and can be accessed freely online. In selecting the book, the researcher used some criteria for the appropriate instrument. According to Turnip and Yanto (2021), there were four criteria for choosing a textbook, namely written by an Indonesian author and published by the Ministry of Education and Culture Republic of Indonesia, consisting of all the aspects of the Indonesian curriculum and including the global competence characteristics of both texts and illustrations. Besides, the use of English textbooks is also relevant since learning a language should be accompanied by the cultural context (Setyono & Widodo, 2019) and the English for Change textbook is also the latest textbook that implies the Merdeka Curriculum. According to the author, publisher, and content criteria and the latest and relevant aspects. The English for Change

textbook meets all the criteria and aspects. Therefore, the researcher chose English for Change for the 11th-grade English textbook of Indonesian Senior High School.

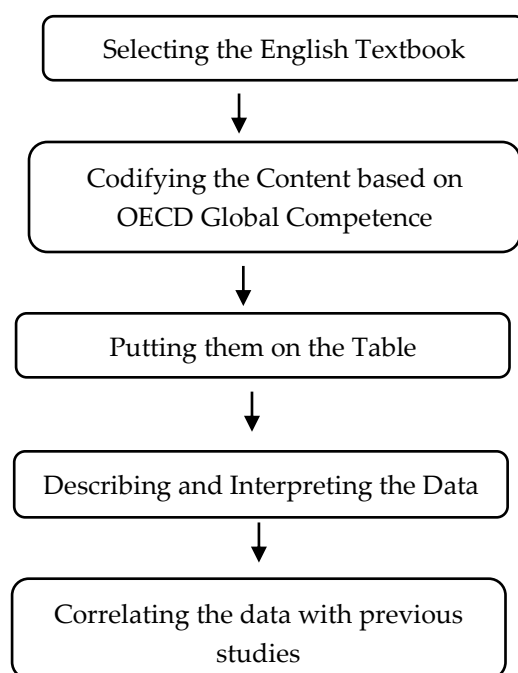
### 2.3 Data Collection Technique and Analysis

In collecting the data, the researcher used the global competence framework from OECD PISA to analyze the book's components that meet the framework's characteristics. According to the OECD PISA global competence framework, there are four dimensions of global competence.

According to OECD PISA global competence framework, there are four dimensions of global competence which are:

1. Examining the local, global, and intercultural issues refers to the ability to use various perspectives in dealing with the problems. This dimension also requires digital literacy, traditional methods, higher-order thinking, evidence of global development, etc. All the activities and aspects related to this characteristic can be classified as part of examining the dimensions of local, global, and intercultural issues.
2. Understanding and appreciating various perspectives from others refer to the ability to manage and consider multiple perspectives and global problems. It also refers to the awareness of individuals constructed by the cultures, beliefs, communication styles, values, and implementation. Furthermore, this dimension also relates to having cultural filters and understanding human rights, and common experiences, bridging differences and creating common ground. These aspects can be used to assess whether the components of the book can be classified as belonging to the second dimension.
3. Engaging in inclusive, appropriate, and effective interactions in the multicultural context refers to the competence where the users can understand and appreciate the norms, styles, behaviors, communication, and environment context. It also relates to how to enjoy and respect other people from another background especially marginalized people. Lastly, inclusive interaction and effective communication are essential aspects of this dimension. The users can be said to pass this dimension if they can demonstrate these characteristics.
4. Taking action for the development and collective well-being and sustainability refers to being active and responsible as a member of the global community. The readiness of people also relates to this dimension where the people can be classified as part of the dimension if they can demonstrate a good response in seeing the local, global, and intercultural conflict. It also refers to the actual action taken by the people such as promoting human dignity, campaigning specific topics on social media, disseminating to the refugees, etc. Furthermore, it relates to a just, peaceful, sustainable, and inclusive world.

The research employed those dimensions to examine the content of the English for Change textbook for the 11<sup>th</sup> Grade of Indonesian Senior High School. The analysis was based on the context of its text and illustration. Data analysis is done by selecting the book based on the selected criteria, categorizing, and codifying the textbook through reading based on the dimension of the framework both text and illustration in the English for Change textbooks. The content codification was displayed in the table to ease the conclusion. The data on the table are being analyzed and interpreted. After analysis, data eventually are correlated with previous studies to support the findings. These steps can be seen in the following flowchart.



Source: Turnip & Yanto (2021)

**Figure 2.** Flowchart Research Procedure

### 3. FINDINGS AND DISCUSSION

This part presents the findings and discusses the study.

#### 3.1 Results

Results are explored in several parts. The first part is a general overview of global competence representation in the English for Change textbook for 11th-grade Indonesian senior high school. In this part, the research provides the data based on the dimensions, quantity, percentage, pages, and the unit where the global competence is provided. To specify the findings, the researcher explained them based on the dimensions of global competence frameworks of OECD PISA. This part will represent two samples in the form of text and image examples for each dimension.

##### 3.1.1 The Recapitulation of Global Competence Representation in English for Change Textbook for 11<sup>th</sup> Grade Indonesian Senior High School

Table 1 summarizes the findings for each dimension of global competence in the 'English for Change' textbook, including the quantity, percentage, page numbers, and units where each dimension is represented.

**Table 1.** The Recapitulation of Findings Global Competence Representation in English for Change Textbook

Dimensions	Quantity	Percentage	Pages	Unit
Examining the local, global, and intercultural problems	7	11.86%	9, 13, 14, 47, 74, 83 & 93	1 & 2
Understanding and appreciating various perspectives from others	16	27.12%	7, 8, 17, 21, 36, 71, 100, 104, 154, 155, 158, 157, 159, 171, 173 & 174	1, 2, 3 & 4
Engaging in open, appropriate, and effective multicultural interaction	11	18.64%	1, 3, 6, 25, 35, 71, 100, 141, 151, 157 & 158	1, 2, 3 & 4
Taking action for the development and sustainability of well-being	25	42.37%	18, 20, 55, 61, 63, 64, 71, 73, 76, 81, 93, 95, 143, 144, 156, 161, 162, 165, 166, 167, 169, 171, 172, 174 & 218	1, 2, 4 & 5
<b>Total</b>	<b>59</b>	<b>100%</b>	<b>59</b>	<b>5</b>

Table 1 reveals that the dimension 'Taking action for the development and sustainability of well-being' is the most frequently represented, with 25 occurrences (42.37%). This is followed by 'Understanding and appreciating various perspectives from others' (16 occurrences, 27.12%), 'Engaging in open, appropriate, and effective multicultural interaction' (11 occurrences, 18.64%), and 'Examining local, global, and intercultural problems' (7 occurrences, 11.86%). Each dimension is represented across multiple units, with the fewest representations in Unit 5 (Personal Money Management).

### 3.1.2 Examining Local, Global, and Intercultural Issues

This part discusses two examples of text and image forms. Both examples represent the dimensions of local, global, and intercultural issues from the English for Change textbook of 11<sup>th</sup>-grade Indonesia senior high school. The first example is text about miscommunication issue and the second example is image of pollution on the beach.

#### Text 1: Joint Construction of Text

*You have a miscommunication problem with a new online friend.....* (Unit 1, p. 13)

This example addresses miscommunication, a common intercultural issue, helping students understand and manage such problems in various contexts. The use of it in the textbook can develop students' global competence.



Picture 2.20 Polluted beach

Figure 3. Polluted Beach (accompanied with text)

### Text 2: Independent Construction of Text

*Indonesia is the second-biggest marine polluter in the world.....* (Unit 2, p. 83)

This example, paired with an image of a polluted beach, highlights local and global environmental issues, encouraging students to understand and act on these problems. Hence, the use of “second-biggest marine polluter” and the illustration of Kuta Beach with garbage represent the actual impact of the problems, and it expects a way to prevent them from doing the same action, which might affect the environment.

### 3.1.3 Understanding and Appreciating the Perspectives and World Views of Others

This part will also provide examples of text and images from textbooks related to understanding and appreciating the perspectives and world views of others from global competence. It aims to implement the second global competence dimension in the 11<sup>th</sup>-grade English textbook of Indonesian senior high schools.

### Text 3: A Mid-Lesson Reflection

*Some people have their preferences and choices, including not being on social media.....* (Unit 1, p. 8)

This example emphasizes respecting diverse viewpoints, a key aspect of global competence.



Picture 3.2 Discussion at school

(Building Knowledge of the Field: Activity 3, Unit 3 Healthy Life for a Healthy Future, p. 100)

Figure 4. Discussion at School



Figure 4 depicts a diverse group of students engaging in a discussion, highlighting the importance of appreciating different perspectives in a multicultural setting.

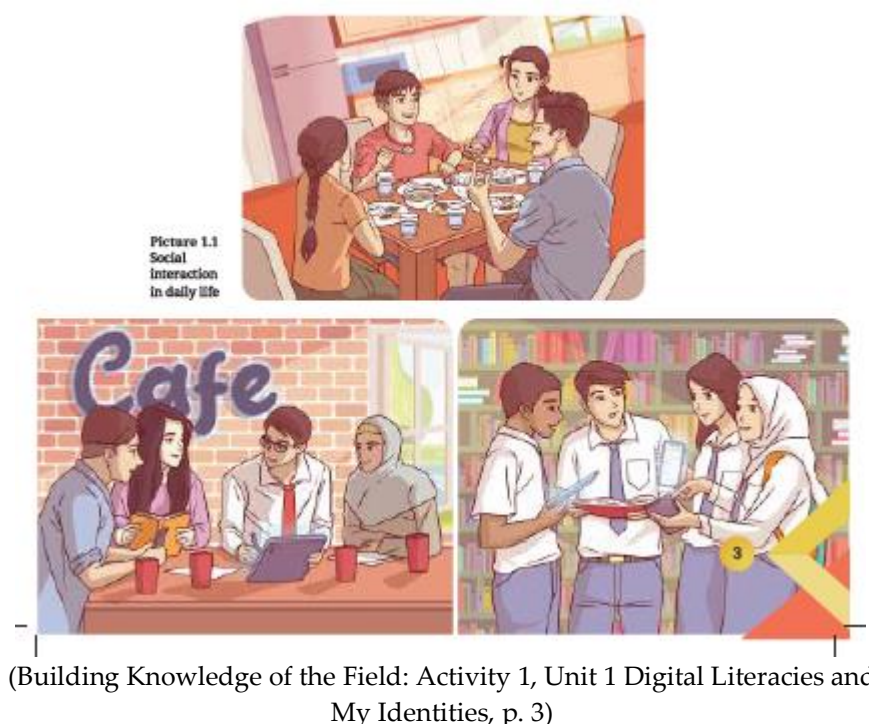
### 3.1.4 Engaging in Open, Appropriate, and Effective Interactions Across Cultures

There is a quoted text and some pictures representing engaging in open, appropriate, and effective interactions across cultures, which is the dimension of global competence. This finding part intends to give the readers samples of the implementation of global competence in the 11<sup>th</sup>-grade Indonesia senior high school textbook.

#### Text 4: Independent Construction of Text

*You've heard the saying that what one man considers to be trash can be another man's treasure....*  
(Unit 2, p. 71)

This example teaches students to value diverse perspectives and interactions in multicultural contexts.



**Figure 5.** Social Interaction in Daily Life

Figure 5 represents the interactions across cultures. They show the condition of interaction where they interact openly, appropriately, and effectively among their colleagues, family, and classmates. This condition indicates the implementation of global competence in daily life. The people in the pictures tend to engage each other. Therefore, inserting those pictures will help the students understand how to engage in open, appropriate, and effective communication among different cultures.

### 3.1.5 Taking Action for Collective Well-being and Sustainable Development

Text and image will represent the dimension of global competence in English textbooks for 11<sup>th</sup>-grade Indonesian senior high school, which is the last dimension. Here are the findings and their respective explanations.

**Text 5: Independent Construction of Text**

*Think of what you can do as a person to keep your environment clean.... (Unit 2, p. 61)*

This example encourages students to take personal action for environmental sustainability.



Picture 4.6 Laetania Belai Djandam

**Figure 6.** Laetania Belai Djandam

**Text 6: Independent Construction of Text**

*Descending from the Dayak people of Borneo, she is also passionate about supporting the development of local and customary communities in Kalimantan, Indonesia.... She was only seven years old when she first volunteered in a community project to clean the Ciliwung River in Bogor with a respected climate activist.... (Modeling of Text: Activity 4b, Unit 4 Indonesian Environmental Figures, p. 154)*

The second example of global competence in an 11<sup>th</sup>-grade English textbook for Indonesian senior high school students brings pictures and text about the environmental figure from an Indigenous tribe from Dayak. It explains that even if the figure is from an indigenous tribe, she keeps contributing to the environment by joining the volunteer community to clean up the Ciliwung River when she was seven. This explanation represents global competence to inspire the readers to take action to make better and sustainable well-being and development, which is the dimension of global competence.

**3.2 Discussion**

Global competence (GC) is well-represented in the English for Change textbook for 11th-grade Indonesian senior high school students. All dimensions of GC can be found in 59 pages in the book. The highest dimension is taking action for sustainable well-being and development (25 occurrences, 42.37%) and the lowest one is examining or analyzing local, global, and intercultural problems (7 occurrences, 11.86%). Even if, there are lowest distribution of one dimension, but the all dimensions of GC are still well-pictured. It shows that the authors know the importance of global competence in creating the English textbook endorsed by the Ministry of Education and Culture of the Indonesian Republic. It aligns with the Indonesian curriculum's purpose, incredibly the independent or Merdeka Curriculum, to make students learn based on contextual problems (Ingthias et al., 2022; Efriza et al., 2022). Therefore, the English for Change textbook helps the students to train their global competencies, which will be crucial for them to deal with multidimensional problems as part of the global community

Furthermore, according to the distribution of global competence representations in the English textbook, the authors tend to distribute appropriately and with a good number. They tend to allocate the implementation in every activity in the textbook. The aim is to assist the students with a global and social understanding of their surroundings. It also provides essential local and foreign cultures, especially in English, where the students should also learn about the cultures of language besides their

local cultures (Oktaviani, 2020). Hence, it aligns with the goal of Merdeka curriculum where the teaching and learning process aims to provide holistic and contextual resources and ways based on the status quo. It expects to help students with more beneficial and meaningful teaching and learning process (Subhkan & Wahyudin, 2024).

Not only that, according to the findings, the most global competence dimension being used is the fourth dimension which takes action for sustainable well-being and development. This is because an independent or Merdeka Curriculum aims to assist students with contextual knowledge and understanding, which can be used or implemented in the real world (Wulandari et al., 2020; Sofiana et al., 2022; Sujinem, 2023). Therefore, many tangible actions are provided as examples in the English for Change textbook for 11th-grade Indonesian senior high school students.

Besides, the first dimension is the lowest dimension of global competence used in that textbook. This dimension examines or analyzes local, global, and intercultural problems. This dimension is very minimal to be discussed since the curriculum focuses on the actions that can be taken by the students which can affect or impact their surroundings instead of the problems (Prahani et al., 2020; Yuhastina et al., 2020; Mardiyah et al., 2022; Pande et al., 2023). Even if the authors provide many situations, they only focus on personal issues outside the scope of global competence. Not only that, every unit has its respective topic, and the only case that talks locally, globally, or in intercultural cultures is the "Love Your Environment" topic from Unit 2. Therefore, the textbook still needs to improve the discussion about examining local, global, and intercultural issues.

Similarly, the topic problem also affects the distribution of global competence dimensions in this English textbook, where there are only two examples of global competence dimensions in unit 5, the Personal Management Topic. The reason is that this topic is limited to the personal issues that the person should deal with. It can be done without directly involving other people from different backgrounds and cultures. It should be noted that global competence is most likely to be focused on the issues in the local, global, and intercultural contexts other than those that are classified as non-global competence (Engel et al., 2019; Auld & Morris, 2019; O'Dowd, 2020).

Regarding the first global competence dimensions, the authors mostly used examples from local and simple problems since they are very relevant to the students. This condition intends to make the students understand the concerns well and examine the issues. There is no global or intercultural problem because it will challenge the students to understand global competence (Engel et al., 2019; Auld & Morris, 2019; Spencer-Oatey & Dauber, 2021). The most important thing is how the students can understand the problems contextually and know how to deal with and implement them in the future (Prahani et al., 2020; Yuhastina et al., 2020; Mardiyah et al., 2022; Pande et al., 2023). Besides, according to the previous English textbook, there are already many problems or issues related to international/global/intercultural (Setyono & Widodo, 2019). Therefore, the concerns addressed in this English textbook pertain to local and joint issues.

This textbook provides a relatively large representation of understanding and appreciating the perspectives of others. The reason lies in the curriculum's intention, where the character values play an essential role (Elitasari et al., 2023; Pande et al., 2023; Utami et al., 2023). To begin with, it should be cultivated by the students. That is why this dimension can be easily found in this English textbook. Other than that, the authors also provide conscious examples to make students have a better awareness of their surroundings, which are stated clearly in the text, like in text three from a mid-lesson reflection. They inserted the phrases "have their perspectives and choices" and "need respect," which are easy to find in the Indonesian textbook since the values are important and should be generated and upheld by the new generation (Pradana et al., 2020; Bosio & Schattler, 2021).

In this English textbook, the authors also provide the other global competence dimension: being engaged with open, appropriate, and effective interactions among cultures. This dimension is also easy to find in this book, primarily through images. The reason is that Indonesia's diverse characteristics, consisting of various tribes, races, religions, cultures, etc., require the students to have basic knowledge and the ability to engage in open, appropriate, effective, and inclusive integrations across cultures

(Setyono & Widodo, 2019; Isnaini et al., 2019; Putra et al., 2020; Pratam et al., 2021). In the end, using that is expected to be a skill for them to navigate and manage the problems that might happen in the actual world.

The last dimension is taking action for collective well-being and sustainable development, similar to the previous explanation. This dimension is being used for almost part of this English textbook. The reason is that the aim or objective of the curriculum is that students can take action in dealing with actual problems in the world (Wulandari et al., 2020; Sofiana et al., 2022; Sujinem, 2023). Also, every topic in the English textbook should be accompanied by practice or project instead of theory only since the project is essential in implementing the ideas from the classroom to actual problems (Chua & Islam, 2021). Therefore, this English textbook has many dimensions of taking action for collective well-being and sustainable representation.

Besides the dimensional aspects of global competence, the English for Change textbook for 11th-grade Indonesian senior high school students can be improved by adopting more issues related to intercultural issues in the local, national, and international contexts. Those issues will lead students to better awareness of their surroundings and it is applicable to actual problems in the current situation. In fact, the contextual and holistic learning process can help students in their future lives (Subhkan & Wahyudin, 2024). That is why providing a wider example of multidimensional issues in the English for Change textbook will create betterment of the textbook used by the students since the textbook plays an important role as media for teaching and learning process (Chou & Ya-Ting, 2019).

Finally, the representation of global competence in the English for Change textbook for 11th-grade Indonesian senior high school students is represented well. It implies the awareness of policymakers and authors regarding global competence integration in education. Meanwhile, policymakers and educators should explore and put more intercultural issues in the textbook. The implementation of other activities to cultivate global competence is also a great move for educational betterment. The implementation of global competence can be beneficial for students in preparing themselves before getting involved in the workplace.

#### 4 CONCLUSION

The 'English for Change' textbook for 11th-grade Indonesian senior high school students effectively integrates global competence, particularly in promoting collective well-being and sustainable development. The reason is that the independent or Merdeka curriculum focuses on cultivating soft skills to prepare students to face problems and issues as part of global communities. However, the least dimension used is the first one, examining the local, global, and intercultural issues. The reason is that the authors use local and common examples instead of local, global, and intercultural issues to make students understand the books' content. Furthermore, introducing relevant or close matters is also crucial since foreign, global, and intercultural problems manifest in other textbooks, which use previous curricula to construct books. Therefore, the authors or government must endorse and put additional issues related to global competence in the English textbook. Teachers and students also need to expand their insights about multidimensional problems through other learning resources besides the English for Change textbooks. At the end of the day, it will help the teachers, especially the students, to have global competence, as an essential skill to support their lives in dealing with possible challenges in the current and future eras.

**Conflicts of Interest:** The authors declare that there is no any personal circumstances or interests that may be perceived as inappropriately influencing the representation or interpretation of reported research results.

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