

THE EXPLORATION OF SELF-MANAGEMENT SKILLS IN ENGLISH JUNIOR HIGH SCHOOL TEXTBOOK

Bhakti Nuswantari Achmad^{1*}, Imam Sentosa²

^{1,2}Universitas Esa Unggul Jakarta, Indonesia
(bhakti02achmad@gmail.com)

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ABSTRACT

This qualitative content-analysis study examines how the Social and Emotional Learning (SEL) competency of self-management is represented in the Indonesian junior high school English textbook, *English for Nusantara* Grade 9. Guided by the CASEL (2020) framework, the analysis coded dialogues, narratives, task instructions, learning materials, and illustrations into seven self-management sub-skills: managing emotions, stress-reduction techniques, self-discipline and self-motivation, goal setting, organizational and planning skills, taking initiative, and individual or group agency. Each unit was also classified as verbal or visual. The findings show that self-management is present but unevenly distributed across sub-skills and modes. Of 489 identified units, 397 (81%) are verbal, and 92 (19%) are visual, indicating a strong reliance on text-based representation. Organizational and planning skills (SM5) are the most frequent (94 instances), followed by self-discipline and self-motivation (SM3) (92). Managing emotions, agency, and initiative appear at moderate levels, while goal setting (SM4) is limited (41) and stress-reduction techniques (SM2) are rare (10). Visuals mainly function as supporting elements rather than independent SEL resources. Overall, the textbook emphasizes discipline and task-oriented planning but provides limited support for stress management and systematic goal setting. Future revisions should strengthen SM2 and SM4 through explicit prompts and more pedagogically active visuals.

Keywords: SEL, Self-management skills, CASEL, Verbal, Visual, English Textbook, Junior High School

ABSTRAK

Studi analisis konten kualitatif ini meneliti bagaimana kompetensi Pembelajaran Sosial dan Emosional (SEL) manajemen diri direpresentasikan dalam buku teks Bahasa Inggris SMP Indonesia, Bahasa Inggris untuk Nusantara Kelas 9. Dengan berpedoman pada kerangka kerja CASEL (2020), analisis mengkodekan dialog, narasi, instruksi tugas, materi pembelajaran, dan ilustrasi ke dalam tujuh sub-keterampilan manajemen diri: mengelola emosi, teknik pengurangan stres, disiplin diri dan motivasi diri, penetapan tujuan, keterampilan organisasi dan perencanaan, mengambil inisiatif, dan agensi individu atau kelompok. Setiap unit juga diklasifikasikan sebagai verbal atau visual. Temuan menunjukkan bahwa manajemen diri hadir tetapi distribusinya tidak merata di seluruh sub-keterampilan dan mode. Dari 489 unit yang diidentifikasi, 397 (81%) bersifat verbal, dan 92 (19%) bersifat visual, menunjukkan ketergantungan yang kuat pada representasi berbasis teks. Keterampilan organisasi dan perencanaan (SM5) adalah yang paling sering muncul (94 kali), diikuti oleh disiplin diri dan motivasi diri (SM3) (92). Pengelolaan emosi, agensi, dan inisiatif tampak pada tingkat moderat, sementara penetapan tujuan (SM4) terbatas (41) dan teknik pengurangan stres (SM2) jarang (10). Visual terutama berfungsi sebagai elemen pendukung daripada sumber daya SEL independen. Secara keseluruhan, buku teks menekankan disiplin dan perencanaan berorientasi tugas tetapi memberikan dukungan terbatas untuk manajemen stres dan penetapan tujuan sistematis. Revisi di masa mendatang harus memperkuat SM2 dan SM4 melalui petunjuk eksplisit dan visual yang lebih aktif secara pedagogis.

Kata Kunci: SEL, Keterampilan mengelola diri, CASEL, Verbal, Visual, Buku teks Bahasa Inggris, Sekolah Menengah Pertama

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*Corresponding author

INTRODUCTION

Today's schools face increasing pressure to improve not only students' academic competence but also their resilience and character. Social and Emotional Learning (SEL) has become a crucial component of education, as it encompasses abilities that influence academic and life success (Fronda & Dolandolan, 2022). Social and emotional learning (SEL) can reduce risky behaviors such as bullying, aggression, and dropping out while also improving students' academic achievement, school enjoyment, attendance, and behavior (Haynes, 2021). For instance, SEL enhances students' humanistic traits, fortifies their social engagement, and fosters their overall mental and physical growth (Shao & Ying, 2024). Additionally, SEL supports students' development of attitude, resilience, and emotional control (Wicaksono & Saraswati, 2024).

Adolescents are a critical developmental stage marked by academic, emotional, and social pressures, making self-management an essential skill for long-term development. Self-management enables students to regulate emotions, control impulses, and focus under stress, thereby improving their academic achievement and resilience (Meng & Ning, 2021; Khongsankham, 2024; Muluk et al., 2021). As one of the core abilities in Social and Emotional Learning (SEL), it includes goal-setting, emotion regulation, self-control, and stress management. According to CASEL (2020), self-management refers to the ability to regulate one's emotions, opinions, and behaviors in a variety of contexts to fulfill objectives. It consists of postponing satisfaction, managing stress, motivating oneself, and achieving individual or group goals. Other studies emphasize that self-control, self-regulation, and willpower are key indicators of academic progress, especially for adolescents at risk of dropping out (Bai et al., 2024; Stan, 2021)

Self-management skills are crucial in the context of English Language Teaching (ELT) because learning a foreign language requires perseverance, self-reliance, and emotional control. Many students experience difficulties such as communication anxiety, unfamiliar grammatical structures, and limited vocabulary, which require the ability to manage stress and stay motivated to learn. Previous research has shown that goal setting and structured strategies in English as a Foreign Language (EFL) learning are effective in improving students' reading competence and motivation, while fostering student autonomy and self-efficacy (CASEL, 2020; Shih & Reynolds, 2018, cited in Faruq & Purwandari, 2022). Furthermore, learning practices such as project-based learning and reflective activities have been shown to encourage students to set goals, monitor their progress, and build confidence in language learning (Sulistyo & Lutviana, 2024). These findings suggest that self-management skills not only facilitate academic achievement but also strengthen student autonomy, which is crucial for successful language acquisition.

Despite the growing emphasis on Social and Emotional Learning (SEL), many English textbooks still place a higher priority on language structure and grammar than on helping students improve their behavioral and emotional self-regulation. In line with Oxford (2017) emphasizes that they remain underrepresented in L2 learning studies and instructional resources, including textbooks, which tend to prioritize grammar and vocabulary above emotional and behavioral development. Moreover, Matsumoto (2021) discusses corpus-based grammar textbooks for irregular multiverb sequences in English, emphasizing the importance of language textbooks on a large scale with their positive contribution to grammar teaching. Furthermore, Cahyono et al. (2019) examine the grammatical priorities given in the assignments in the textbook "Forward: English Course for Vocational School Students of Class X". So, there is limited research mentioned that discusses the incorporation of self-management in junior high school English textbooks.

Several studies have begun to examine self-management competency in learning. Improving students' self-management skills in learning has a positive impact on their defense against bad learning habits, motivation for self-achievement, character development, and pursuit of excellence, also helping foster students' enthusiasm to participate in classroom management, utilize students' creative potential, enhance students' overall quality, and achieve the goals of effective classroom

management (Sun, 2022). Self-management methods can help students enhance their academic and non-academic learning by increasing consistency in learning, motivation, on-task behavior, and learning outcomes (Faruq & Purwandari, 2022). Self-management supports self-regulated learning through learning motivation, and learning motivation influences self-management, therefore boosting self-regulated learning (She et al., 2023).

The increased emphasis on Social and Emotional Learning (SEL) has highlighted the need for self-management in improving students' academic achievement, emotional well-being, and self-directed learning, and is also important in English as a Foreign Language (EFL) education, where students must navigate complex emotional and cognitive challenges. However, many English textbooks still prioritize linguistic features such as grammar and vocabulary, with little attention to emotional or behavioral development. Previous studies confirm the positive influence of self-management on academic achievement (Al-Abyadh & Azeem, 2022; Zhao et al., 2023), yet few have examined its representation in junior high school English textbooks. There is still a lack of content analysis that examines how textbooks assist the development of self-management abilities such as discipline, responsibility, emotional control, and goal planning. As a result, the purpose of this study is to address this gap by examining the extent to which self-management aspects are represented in junior high school English textbooks. Hence, this study aimed to answer the research question: (1) How are self-management Skills incorporated in the English textbook for Junior High School?, (2)What is the most prevalent aspects of Self-management skills represented in the English textbook for Junior High School?. Addressing this gap is essential because textbooks significantly influence students' learning, especially where teachers depend heavily on published materials and instruction. Lack of supporting self-management material in English textbooks could lose students important chances to improve their motivation, emotional control, and capacity for independent study. Incorporating self-management supports students' academic achievement and personal development, which is in line with the objectives of social and emotional learning (SEL).

METHODS

Research design

This research design uses a qualitative research design with a content analysis approach. This approach is used in line with the research objective to identify aspects of self-management as part of Social and Emotional Learning (SEL) represented in the English for Nusantara textbook grade 9 Junior High School. Qualitative research is a useful instrument for examining challenging topics in second language teaching and learning, and also to ensure accuracy and quality, the research must be clear, in-depth, and well-documented (Nassaji, 2020). This research uses a qualitative approach because the main focus is on comprehension and content exploration, not on statistical calculations.

Research site and participants

This research analyzes the English for Nusantara textbook for grade 9 Junior High School students, published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2022. The textbook was compiled by a team of English language education professionals from the Education Standards, Curriculum, and Assessment Agency (BSKAP). It is a mandatory learning resource developed to be consistent with the Independent Curriculum (Kurikulum Merdeka).

Data collection and analysis

This study uses a qualitative research design with content analysis to analyze the representation of self-management skills in the ninth-grade English textbook entitled English for

*Corresponding author

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the English for Nusantara, published by the Indonesian Ministry of Education, Culture, Research, and Technology as part of the Merdeka Curriculum. The data included verbal and visual units on self-management skills, such as dialogues, reading texts, learning materials, classroom activities, and images or illustrations. The unit of analysis was textbook content that was guided by the seven self-management sub-skills identified in the CASEL framework, which defines self-management as a core competency of Social and Emotional Learning that includes managing emotion, stress reduction techniques, self-discipline and self-motivation, goal-setting for individuals and collective goals, utilizing organizational and planning, bravery in taking the initiative, and demonstration of the individual and group agency.

Data analysis was conducted through a systematic process. All identified data were entered into a coding sheet containing unit, page number, content type, and a brief description. Each identified textbook content was coded for the relevant subskill using a structured coding sheet. The coded include: Managing Emotion (SM1), Stress Reduction Techniques (SM2), Self-discipline and Self-motivation (SM3), Goal-Setting for Individuals and Collective Goals (SM4), Utilizing Organizational and Planning (SM5), Bravery in Taking the Initiative (SM6), and Demonstration of the Individual and Group Agency (SM7). Furthermore, each coded unit was classified as verbal or visual, based on the theory by Puspitasari et al. (2021) states that every content item that can be classified as verbal (e.g., textual instructions, dialogue, narrative text) or visual (e.g., pictures, illustrations, symbolic layouts, icons, diagrams) conveys aspects of self-management. Patterns of results for analyzing textbook content not only for the most prevalent aspects of self-management but also for the style of presentation, which provides broader information regarding the pedagogy used in English textbooks.

Table 1. Codebook

Codes	Self-Management Subskills	Activity	Descriptor
SM 1	Managing emotions	The characters express, reflect, or react to emotional states.	The texts that involve characters acknowledging and controlling emotions such as anger, irritation, enthusiasm, or melancholy in a healthy and positive way.
SM	Stress reduction techniques	The characters use coping mechanisms when under pressure or stress.	Observe characters utilize relaxation techniques, including deep breathing, encouraging self-talk, or seeking help while stressed out.
SM 3	Self-discipline and self-motivation	The character demonstrates concentration, perseverance, or dedication to a work.	The character involves maintaining focus, avoiding distractions, following instructions, or motivating oneself to persevere in the face of difficulties.
SM 4	Goal-setting for individual and collective goals	Activities or characteristics require planning to achieve individual or collective goals.	In situations where goals, both short-term and long-term are determined, pursued, or evaluated, either individually or collectively.
SM 5	Utilizing organization and planning	The characters plan assignments, create schedules, assign tasks, and take responsibility for the class.	The text emphasizes the use of established procedures, instruments for time management, and sequential steps in completing tasks.
SM 6	Bravery in taking the initiative	The characters act on their own initiative or voluntarily without being asked.	a situation in which a character shows confidence and takes command, makes suggestions, or tries new approaches without waiting for direction.
SM 7	Demonstration of individual and group agency	The character involves taking control, making decisions, or working together to find solutions.	Demonstrate transparency, responsibility, problem-solving skills, or leadership in individual and group contexts that influence outcomes or drive progress.

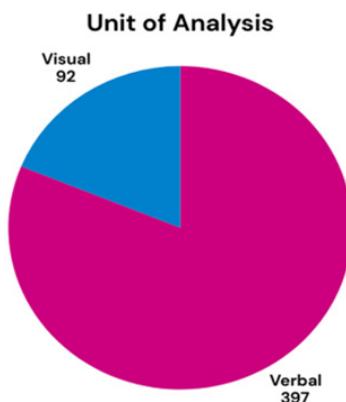
FINDINGS AND DISCUSSION

Findings

Self-Management Skills Incorporated in English Junior High School Textbook

Focusing on verbal and visual representations in English for Nusantara Grade 9, the study examines how each of these two primary forms of representation illustrates the seven CASEL self-management sub-skills in English for Nusantara Grade 9. The findings demonstrate how integrating self-management components into textbook content improves students' academic performance while equipping them with valuable life skills such as resilience, responsibility, and the ability to adapt to obstacles, both inside and outside the classroom.

Figure 1. Frequency of Verbal and Visual Representations of the Seven Self-Management Skills in Percentages

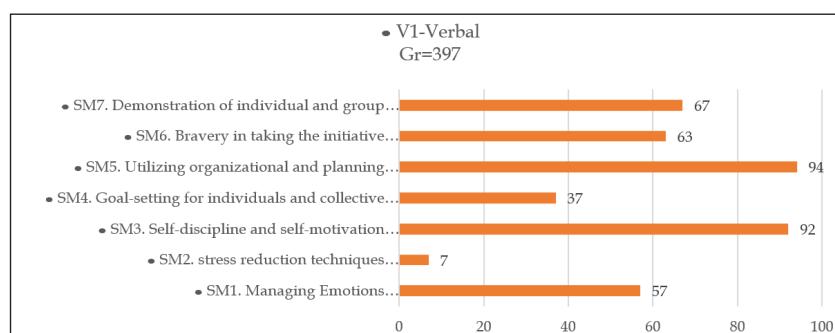


Overall, the results indicate 498 instances of self-management identified in the Grade IX English for Nusantara textbook, with verbal units accounting for 397 (81.2%) of the total data, thereby dominating the depiction of self-management skills in the Grade IX English for Nusantara textbook. Meanwhile, visual units appeared less frequently, occurring only 92 times (18.8%). This suggests that while visual units such as pictures, photographs, and illustrations serve as complementary and supporting elements to reinforce the textbook's verbal content, the textbook primarily integrates self-management ideas through verbal units, including conversations, dialogues, narratives, and task instructions.

This finding suggests that the Grade IX English for Nusantara textbook primarily encourages active participation in text-based activities, such as practicing conversations, organizing group projects, and answering written questions, to help students improve their self-management skills. Conversely, visual units help students strengthen these skills by providing more realistic and understandable models of emotional expression and by demonstrating group activities.

a. Verbal Units of Self-Management

Figure 2. Frequency of Verbal Units in English for Nusantara Grade IX.



*Corresponding author

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An analysis of English for Nusantara grade 9 shows that aspects of self-management skills are presented verbally and visually, with marked differences in the presentation methods. Of the 489 units identified for analysis, 397 (81.2%) of the most frequently recorded units verbal, with only 92 (18.8%) conveyed visually. These quantitative data suggest that the textbooks emphasize language-based components as the primary means of encouraging students' self-management. In other words, the difference in data percentage between verbal units and visual units indicates that English for Nusantara grade 9 emphasizes the development of self-management through exercises that mainly involve speaking, writing, and reading.

These skills are presented in a variety of verbal units, including dialogues, narratives, project-based instruction, and assignments, but their distribution is uneven. Most aspects of self-management are contained in dialogues and narratives, which dominate the verbal material, while explicit instructions and project rules are scattered and sometimes appear in specific chapters. This pattern clearly indicates that textbook designers consciously chose communicative and interactional scenarios to apply and practice self-management skills in both school and out-of-school settings.

The prevalence of dialogues and narrative can be attributed to their teaching goals to model and create meaningful social interactions. These texts place students in situations where they need to use self-control, organization, drive, initiative, and agency to achieve communicative goals, beyond simply mastering language structures. For example, conversations go beyond simply encouraging knowledge sharing among peers; they often encourage students to take turns taking responsibility, persisting on tasks, or taking the initiative to offer suggestions and solutions. Similarly, stories offer extended storylines that allow students to see how characters gradually control their emotions, set realistic goals, or plan their actions step by step, illustrating the complex and evolving processes involved in self-management.

Figure 3. Dialogue Chapter 5, book page 340

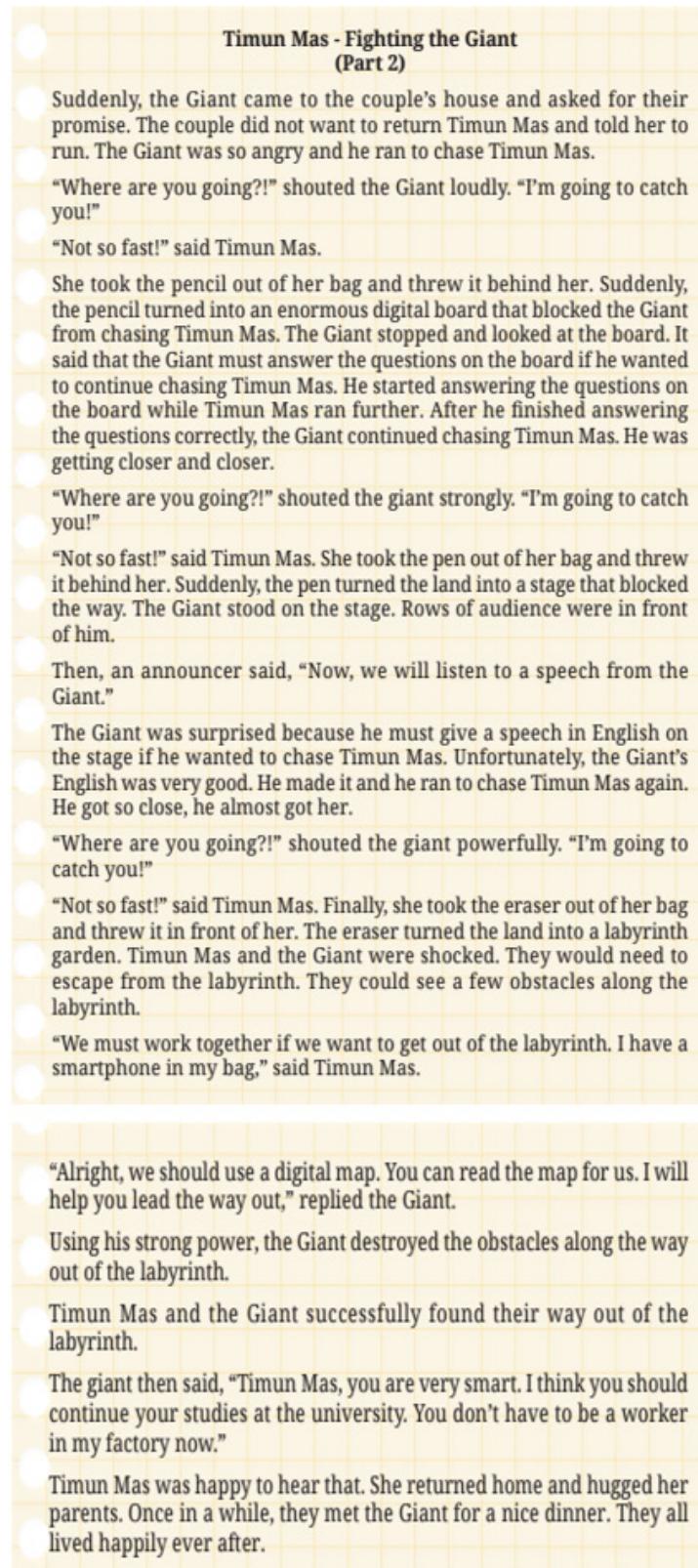
Dialogue 1

Made	: What are your group going to make for the art assignment?
Andre	: We are planning to make a pencil holder from a plastic bottle. We are going to stick some beads and paint it with watercolor. How about your group?
Made	: That's great! My group will make a carpet from household waste.
Andre	: Wow ... That's interesting! I have never heard of that. How will you make that?
Made	: So first, we will collect the household waste, especially those with plastic material. Then, we will wash it all and dry it. We will weave it and shape it into a carpet.
Andre	: I cannot wait to see the result! It must be very unique.
Made	: I cannot wait to see your group's result too.

Dialogue is one of the most important types of verbal representation in textbooks because it aims to replicate real-world conversations and to instill various self-management skills in students' daily lives inside and outside of school. For example, in Made and Andre's first dialogue, the students discuss their ideas for an art project using recycled household materials. Several aspects of self-management emerge during the conversation. Made begins the conversation by asking Andre what his group will make later, demonstrating that Made represents bravery in taking initiative. Because this question starts a group discussion about what the project will be, it reveals each individual's bias by encouraging decisions about the group's plans. Andre explains his group's innovative concept of making pencil cases from plastic bottles, complete with decorative beads and watercolor finishing touches, demonstrating initiative and goal-setting skills. This demonstrates

Andre's goal-setting for individual and collective goals. Andre provides a detailed plan for the group project, demonstrating individual and group alignment and leadership and collaboration in working towards a common goal. On the other hand, this dialogue also demonstrates utilizing organizational and planning abilities when Made describes his group's efforts to make carpets from waste materials.

Figure 4. Narrative Chapter 3, book pages 196-197



Another important type of verbal unit in English for Grade IX Nusantara is narrative, which provides a longer, more detailed account of the information in the story, allowing students to imagine and engage with the use of self-management techniques in a constantly changing and dynamic context. Unlike dialogue, which typically focuses on a short, direct conversation or interaction between several people, narrative develops gradually through a plot in which characters face challenges, make choices, and change their behavior in response to changing conditions. In this narrative form, students have more opportunities to see how self-management can be used in complex situations that require a combination of planning, problem-solving, persistence, and emotional control, rather than just one skill.

A concrete example can be found in the narrative of Timun Mas - Fighting the Giant (Part 2) in chapter 3, pages 196-197. Timun Mas is constantly threatened by the Giant in this episode. Despite the threat, she displays remarkable emotional control and fortitude, refusing to let fear paralyze her, which represents the aspect of managing emotions and bravery in taking initiative. Instead, she acts decisively, slowing the Giant's progress with items from her backpack, such as a pencil and eraser, which magically transform into a barricade. Her ability to plan and organize is demonstrated through her actions, which represent utilizing organizational and planning abilities, as she creatively utilizes the resources at her disposal to buy time and defend herself. Furthermore, Timun Mas demonstrates the application of goal setting for individual and collective goals in this situation by recommending the use of a digital map and working with the Giant to determine a way out. This ability to set goals, share responsibilities, and focus on the task demonstrates how the narrative reflects the integration of individual and group self-management in difficult situations.

Figure 5. Assignment instruction Chapter 4, book pages 262 – 263



Play the following fun activity.

In this fun activity, you will associate words with adjectives and compare your answers with your partners. Follow the following steps:

1. Go through the questions on Worksheet 4.31 and write something associated with each adjective.
 - a. What do you associate the following adjectives with? Write your answers in the "I think of" column.

What do you associate the following adjectives with?	I think of	My partner thinks of
used		
small		
regular		
low-priced		
illegal		
unsafe		
unhealthy		
hungry		
disabled		
generous		

Worksheet 4.31

- b. Now, ask a partner the things s/he associates with the adjectives and write down her/his answers in the last column.
- c. Then, compare the answers and see if you thought of the same things or not.
- d. With the help of your teacher, in small groups discuss with your classmates which associations you have in common.

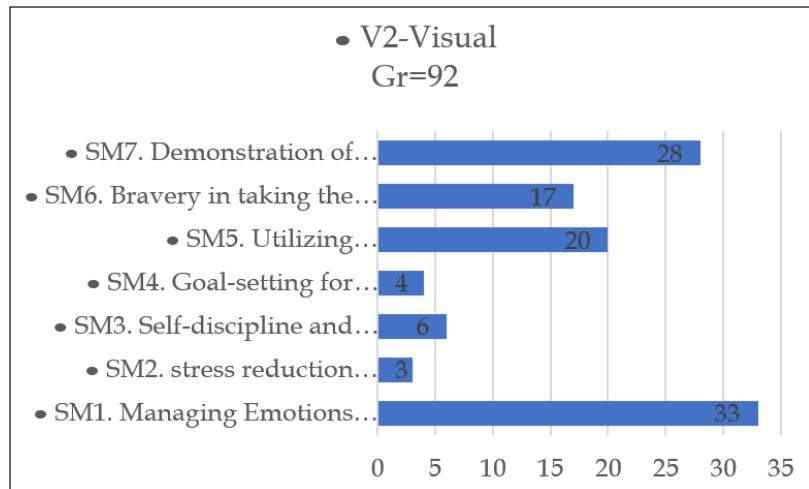
[Adapted from: <https://www.teach-this.com/functional-activities-worksheets/describing-things>]

Less common than conversations and narratives, instructions in the Grade 9 Nusantara English textbook serve as brief and straightforward directions for students to complete a task, rather than lengthy conversations or stories. These instructional sections of assignments, while brief, are important because they make the targeted self-management skills clearer by defining the activities students are expected to perform. Several characteristics of self-management are implicitly promoted, for example, in assignments where students are asked to identify adjectives with specific items, write their own thoughts in the "I think about..." column, and then compare them with a partner's comments. Students must complete the worksheets in a structured and systematic manner, ensuring that each step is completed in the correct order, to demonstrate utilizing organizational and planning abilities. This activity, which requires students to maintain attention, provide original ideas, and actively engage with their peers in discussions rather than rushing through the task, that represented aspect self-discipline and self-motivation.

Furthermore, asking students to explore interconnectedness in associations and small groups with teacher guidance in the final stage represents the development of aspect goal-setting for individual and collective goals. Here, students experience delegating tasks and collaborating to achieve a common goal, illustrating how educational tasks can foster collaborative self-management. Unlike conversations or narratives that offer long, contextually complex stories, the instructions are more formal and rigid, emphasizing procedural clarity over the depth of the situations involved. However, despite their simplicity, the instructions help students develop self-discipline, organization, and teamwork, highlighting the textbook's efforts to integrate self-management through organized, task-based learning and interactional practice.

b. Visual Units of Self-Management

Figure 6. Frequency of Visual Appearances in English for Nusantara Grade IX



Visual unit representations accounted for only 92 (18.8%) of the data in the analysis of the English textbook for Nusantara grade 9, with 42 occurrences spread across 5 chapters, representing a lower percentage than the representation of verbal units of self-management. The majority of these visual unit representations were images, often used to support textual conversations or narrative sections. Comic strip-style images were the most common format, with speech bubbles supporting characters as they participated in group conversations or cooperative tasks. In addition to illustrating character speech, this style highlighted important non-verbal cues representing specific self-management abilities, such as body posture, gestures, and facial expressions. For example, in the textbook when a discussion demonstrated planning and organization, the accompanying image might show students holding their project materials or pointing to a chart, signaling their group

*Corresponding author

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effort to organize the task. The images often showed students raising their hands, leaning forward, making facial expressions, or actively interacting with peers when the ability to demonstrate agency or initiative was emphasized, which reinforced self-motivation, a sense of responsibility, and encouragement to participate. By incorporating visual unit content, the textbook allows students to observe how self-management is demonstrated by real habits and behaviors in students' daily lives both inside and outside of school that reflect real-life situation students.

Figure 7. Free verbal units, Chapter 3, book page 199



Comic Strip 3.1

Among the visuals analyzed, one notable finding is that Chapter 3, page 199, contains a comic strip that appears almost entirely free of verbal units such as dialogue, narrative, or instructions, however to students' encourages self-management in students. This differs from the typical textbook format, which often combines images with brief explanations or conversations over verbal content to convey information directly to students. This trains students' imaginations to understand the meaning of the images before reading the full text in narrative form. Without using words, the images demonstrate managing emotions, bravery in taking initiative, goal setting for individual and collective goals, and utilizing organizational and planning abilities because the characters appear highly expressive, courageous, have strong goals, and are purposeful in preparing items. The students' activities and the way the items are arranged in the scenario demonstrate that self-management can be expressed visually even without language. However, images are rarely used in isolation, indicating that textbooks still emphasize verbal explanations as the primary means of delivering content in textbooks, with visual content serving largely to reinforce rather than introduce self-management skills.

Figure 8. Comic Strip, Chapter 4, book page 213

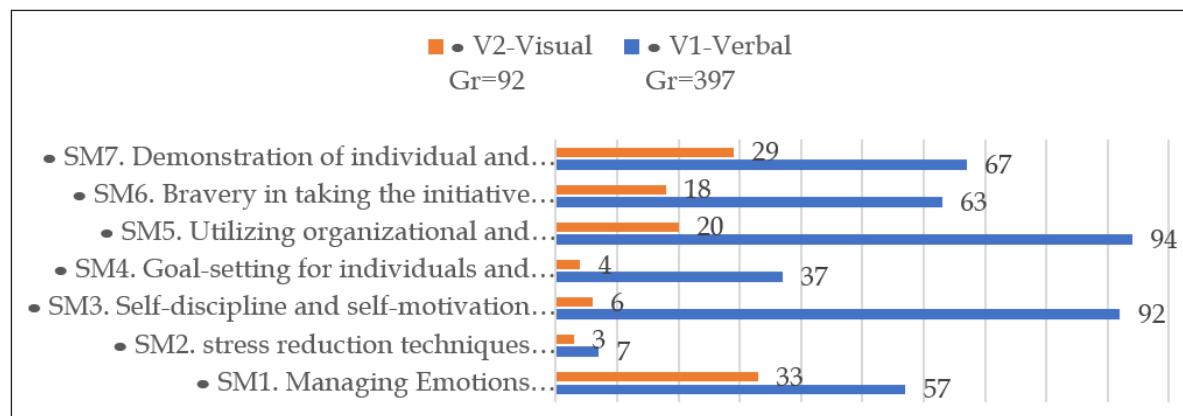


Comic Strip 4.1

Content in chapter 4, page 213, presents a visual representation of the unit that demonstrates how verbal and visual content work well together in comic strip form, as a group of children discuss their preparations for the school bazaar. During the peer conversation, one student asks for suggestions on what they should sell, while others offer novel ideas and imaginative solutions, representing bravery in taking initiative and utilizing organizational and planning abilities. The visual unit, in comic strip form, provides visual support for this conversation by displaying actions that communicate encouragement and teamwork, such as one student raising their hand confidently while making a suggestion, and others nodding in agreement.

The Most Prevalent Aspect of Self-Management Represented in English Textbooks

Figure 9. Comparison of the Seven Self-Management Sub-skills in English for Nusantara for Grade IX



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The prevalence of seven different sub-skills shows a strong pattern among the 468 examples of self-management skills contained in 5 chapters of the English textbook. The attached bar chart shows these results verbally and visually, with visual representations in orange and verbal examples in blue. "Utilizing Organizational and Planning Abilities" (SM5) is the most frequently appearing sub-skill, appearing 94 times, covering 20 verbal representations and 74 visual representations in the textbook. In the blue bar chart for this self-management sub-skill, it looks longer than the blue bar, indicating that most examples are delivered through spoken or written language, which includes dialogue, narrative, and task instructions. Then, the orange diagram shows that the English for Nusantara Textbook grade 9 is represented by visual units such as pictures, photos, and illustrations. Although rarely featured in this subskill, these visual units are also important in helping students understand the concepts of organization and planning because they provide concrete examples of how to manage classroom activities. This textbook emphasizes the use of visual cues to make these difficult skills more understandable and beneficial to students.

Figure 10. Example of "Utilizing Organizational and Planning Abilities" Chapter 1, book page 69

Section 6 - Writing
Unit 3. Indonesian Birds

Look at the fact sheet about Bali starlings. Then, Write a sentence for every point in the infographics. Number 1 has been done for you. You can use passive voice.

Bali Starling
[*Leucopsar Rothschildi*]

- **Threats:** Poaching for illegal songbird trade. This is made worse by habitat loss.
- **Distribution:** Northwest Bali, with a small population introduced onto the small island of Nusa Penida..
- **Habitat:** Forest edges including open shrub savannas and flooded savanna woodlands.
- **Diet/Feeding:** Seeds, insects, fruits and occasionally small reptiles.
- **Social behaviour:** They're monogamous, so form long term pair-bond which are strengthened by mutual preening and displays.
- **Males and females:** There's no obvious difference between males and females, although male crest feather tend to be slightly longer.
- **Lifespan:** 5 years in the wild, but can live for up to 15 years in captivity.
- **Number of young:** Clutches often have 2-3 eggs, but normally only 1 survives
- **Interesting fact:** The bali starling is the national bird of Bali. Nearly extinct in the wild, breeding and reintroduction programmes saved occurrences.

An example of Utilizing Organizational and Planning Abilities shows representations of verbal and visual units. The verbal unit, which explains the characteristics and conservation status of the Bali Starling, is included in the verbal section. This material can enhance the organizational and planning components if structured to teach students how to summarize or organize facts about the bird. Meanwhile, the image of the Bali Starling in the visual unit can help students organize the material visually and strengthen their understanding of the verbal text. Therefore, if the visual component, which includes an image, supports the instructions of the verbal unit by

providing clear visual references and verbal instructions that instruct students on how to organize or organize the information, then these sections can be linked to SM5.

The subskill "**Self-discipline and Self-Motivation**" (SM3) is the second most frequently described, appearing 92 times (92 verbal and 6 visual). A prominent blue bar in the chart indicates that verbal units, such as dialogues, conversations, narratives, or instructions, are the primary means of instilling self-management skills. This suggests that this aspect frequently appears in textbooks to teach self-control and self-motivation through in-depth explanations, conversations, and other forms of verbal communication. The consistent use of verbal strategies emphasizes the importance of written, clear instructions in helping students learn how to maintain their motivation and discipline in a variety of situations, both inside and outside of school. Through thoughtful and educational stories that demonstrate how to apply these ideas to their own lives, this textbook helps students absorb them in this context. Visual representations are marginally lacking in this aspect, as the verbal units are placed more heavily on the subject.

Figure 11. Example of "Self-Discipline and Self-Motivation" Chapter 1, book page 26



The examples of Self-Discipline and Self-Motivation above show two of the verbal and visual representations. In the verbal unit in the speech bubble ("Wait... I have to take notes. Proboscis monkeys are a species of primate. Their popular name is pro...") shows the attitude of students who apply self-discipline by making the character actively remind himself to take notes, and self-motivation is seen in his drive to stay focused on the work at hand. Meanwhile, in the visual unit, such as the figure carrying a cellphone and a notebook and looking confused but firm, the image supports the idea of self-discipline and self-motivation in learning.

The subskill "**Demonstration of Individual and Group Agency**" (SM7), with 78 examples in total (63 verbal and 18 visual), ranks third most frequently. This subskill is primarily demonstrated verbally through stories and conversations that demonstrate how students can accept responsibility for their actions and collaborate with others in groups. In this English textbook, the individual's willingness and ability to make significant contributions to both individual and group activities are highlighted verbally. Although infrequent, the visual units also provide additional understanding by depicting scenarios and situations in which characters participate in either collaborative or cooperative work. These visual units strongly support the verbal units, which demonstrate how groupwork can be expressed in both individual and collaborative situations.

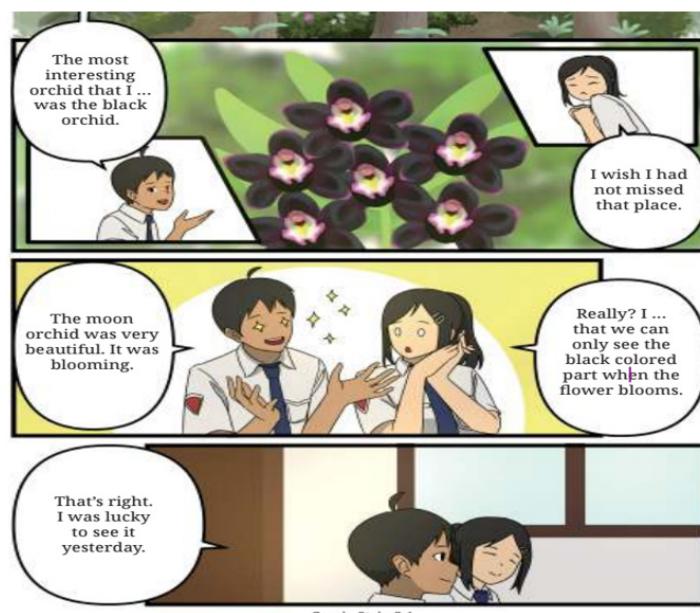
Figure 12. Example of "Demonstration of Individual and Group Agency" Chapter 1, book page 60



The example above demonstrates the Verbal unit with the dialogue in the chat bubble. According to the statement in the book, the sentence acts independently and demonstrates agency. The character is responsible for the experience they will have, managing the team, and planning the action. This illustrates the use of personal agency in directing others. Furthermore, in the visual unit showing a group moving towards an action, the image of the character holding the VR goggles while describing the activity supports the concept of collective agency. The character's command and leadership in a group context are further demonstrated by their body language, which includes pointing at the goggles and directing others.

Following closely behind in fourth place, with 79 recorded times, including 57 verbal and 33 visual, is the sub-skill **"Managing Emotions"** (SM1). In this case, the textbook provides a fairly balanced mix of verbal and visual representations, providing narratives and dialogues that illustrate how to control emotions and express them in various situations. The verbal content helps students navigate the process of positively managing their emotions, while the visual content, through facial expressions, body language, and other non-verbal cues, serves to explain how emotions can be expressed and regulated in various real-life situations. This allows students to gain academic knowledge while simultaneously demonstrating self-management skills directly through this dual approach.

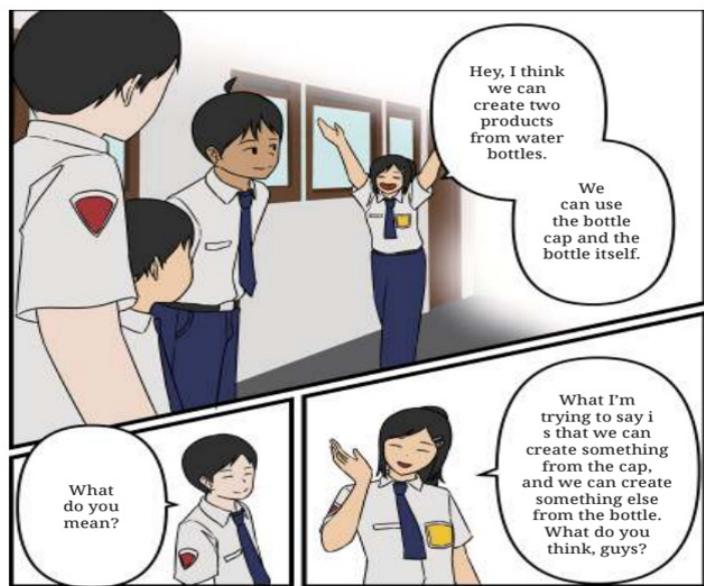
Figure 13. Example of "Managing Emotions" Chapter 2, book page 82



The comic strip example above demonstrates both verbal and visual representation. In the verbal section, the characters express regret in the chat bubble ("I wish I hadn't missed that place") and joy ("The moon orchid was very beautiful. It was blooming"), just two examples of dialogues how the sentences convey the characters' feelings verbally. The visual section shows the characters' facial expressions emotionally reinforced by the visual component, to communicate their emotions when interacting with the orchids, with particular emphasis on happy feelings such as admiration and slight regret or sadness. The facial expression of admiration for the moon orchids is complemented by the characters' wide eyes and sparkling appearance, which convey joy or admiration. The emotional response to the experience of seeing the flowers is reinforced by the attentive expressions of the other characters.

Five-way forward, 78 examples of "**Bravery in Taking the Initiative**" (SM6) were recorded, including 63 verbal and 18 visual. Similar to SM7, this sub-skill is primarily taught in the verbal unit, which in the English textbook provides narratives and situations that emphasize the value of taking initiative and taking courage. Meanwhile, the visual unit provides more context by showing characters at critical points in decision-making or action, while verbal examples offer comprehensive, real-life situations. This visual unit serves to highlight the courage and tenacity required for students to take charge and take direct action, with this aspect supporting the verbal unit's explanations with support from the visual unit.

Figure 14. Example of "Bravery in Taking the Initiative" Chapter 4, book page 215



The comic strip example above represents both verbal and visual units in an English textbook. The verbal unit shows the character's conversation, that demonstrates initiative in finding new solutions. The character demonstrates confidence in sharing new ideas by actively generating ideas and taking the initiative to offer ways to recycle items to his friends. Furthermore, the visual unit shows the character's cheerful body language, including smiling and raising his hand, physically demonstrating courage and excitement in presenting this new concept to the group. Even if the concept is presented to a group, these gestures highlight the character's initiative and readiness to act.

Next, the sixth-most frequently occurring subskill is "**Goal-setting for Individual and Collective Goals**" (SM4). It has 41 examples, including 37 verbal and 4 visual. The depiction of this subskill is mostly verbal, with clear instructions and stories about individual and group goal setting. However, the small number of visual representations suggests that goal setting does

not receive as much attention as other self-management subskills in the English for Nusantara Textbook for Grade 9. The lack of representation of this subskill in the English textbook suggests that verbal units are more easily recognized in real-life situations than visual units in various contexts in this textbook.

Figure 15. Example of “Goal Setting for Individual and Collective Goals” Chapter 1, book page 35

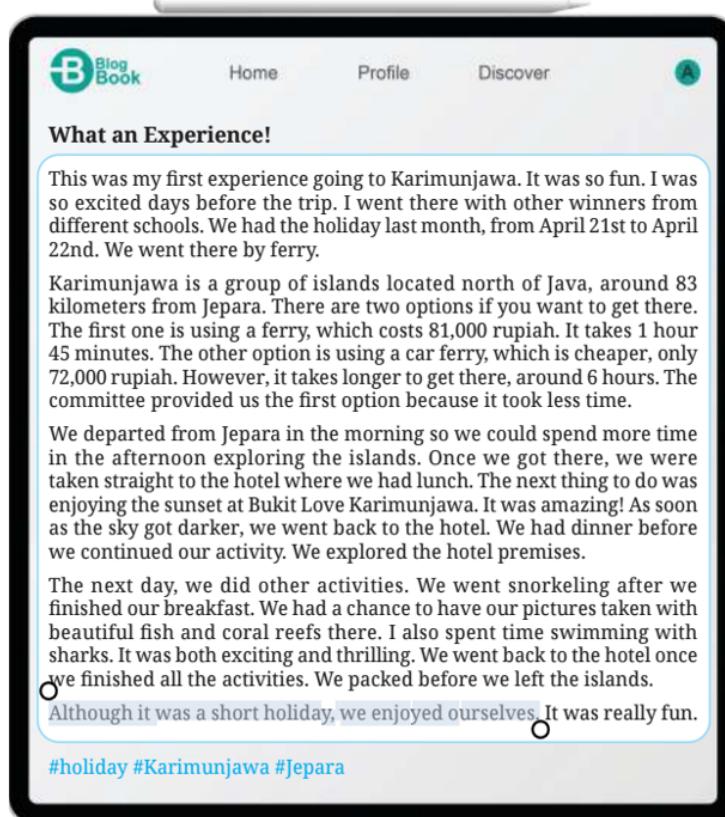


The examples of Goal Setting for Individual and Collective Goals above demonstrate both verbal and visual representations. In the verbal unit, this is evident in the speech-bubble conversations, particularly in students' statements to their peers, which are consistent with goal-setting behaviors at both the individual and group levels. The characters prepare for upcoming projects and discuss their shared goals (preserving the Proboscis Monkeys and the mangroves). In the visual unit, in addition to the verbal discussion of goal setting, the characters' focused facial expressions suggest they are planning their future goals.

And the last, with only 10 examples, including 7 verbal and 3 visual, the subskill "Stress Reduction Techniques" (SM2) appears the least frequently in the English for Nusantara Textbook for Grade 9. This subskill is underrepresented in the textbook, as evidenced by the limited verbal and visual representations in the textbook. This suggests that the English textbook places greater emphasis on other aspects of self-management skills, such as Utilizing Organizational and Planning Abilities, Self-discipline and Self-motivation, and also Demonstration of Individual and Group Agency, rather than the sub-skills of Stress Reduction Techniques due to the much lower emphasis on providing methods or tactics for stress management in this English textbook. It can be said that the lack of attention in the textbook on the sub-skills of Stress Reduction Techniques of Self-management skills indicates a gap in the presentation of the entire scope of the textbook's content for self-management skills.

The example above presents a verbal unit in the form of a story. The book depicts the author and other travelers engaging in various exciting and tiring activities, such as swimming and snorkeling with sharks. The author's statement, "Even though it was a short vacation, we enjoyed it," implies that the author was able to relax and de-stress because they enjoyed swimming, snorkeling, and seeing the islands. This suggests that people on vacation can relax and de-stress by engaging in these popular stress-relieving hobbies.

Figure 16. Example of "Stress Reduction Techniques" Chapter 2, book page 107



In short, the prevalence of these seven sub-skills varies widely. According to textbook research, self-management skills are divided into three groups: first, the most prevalent is SM5. Utilizing organizational and planning abilities, SM3. Self-discipline and self-motivation. Second, moderately represented is SM7. Demonstration of individual and group agency, SM1. Managing Emotions and SM6. Bravery in taking the initiative. And the most unrepresented is SM4. Goal-setting for individual and collective goals, and SM2. Stress reduction techniques.

With 94 occurrences, "Utilizing Organizational and Planning Skills" (SM5) is the most frequently illustrated sub-skill. This sub-skill is primarily taught through visual aids such as charts and diagrams, highlighting the textbooks' emphasis on making organizational skills more understandable through visual examples. Next, with 92 examples, is "Self-Discipline and Self-Motivation" (SM3), which is primarily presented orally through written instructions and stories that encourage self-discipline and motivation. With 78 examples, "Demonstrating Individual and Group Agency" (SM7) emphasizes the value of initiative and teamwork and is primarily presented orally. However, "Managing Emotions" (SM1), with 79 examples, offers a comprehensive method of verbal and visual examples to help students learn to control their emotions. With 78 examples, "Courage in Taking Initiative" (SM6) also emphasizes courage and action through verbal explanations supported by images. "Stress Reduction Techniques" (SM2) has the fewest examples, indicating its underrepresentation in textbooks and indicating gaps in stress management coverage. "Goal Setting for Individual and Collective Goals" (SM4) appears less frequently, with 37 examples, indicating a lower emphasis on these skills, perhaps due to students' familiarity with them. Overall, the textbooks place less emphasis on goal setting and stress management, and more emphasis on organizational skills, self-control, and personal agency.

Discussion

The findings of this study indicate that English for Nusantara Grade 9 incorporates self-management skills; however, their representation is uneven and predominantly oriented toward school-task completion. Organizational and planning skills (SM5) as well as self-discipline and self-motivation (SM3) emerge as the most frequently represented aspects, whereas stress-management strategies (SM2) are largely absent and goal-setting skills (SM4) appear only in limited forms. This pattern suggests that self-management in the textbook is framed mainly as productivity and compliance rather than as a holistic capacity to regulate emotions, cope with pressure, and sustain learning over time.

This narrow framing contrasts with the conceptualization of self-management in the CASEL framework, which explicitly includes managing stress, applying stress-reduction strategies, and setting both personal and collective goals alongside planning and discipline (CASEL 2020). Prior SEL research consistently demonstrates that these broader self-management competencies are associated with improved academic performance, emotional regulation, and long-term well-being (Durlak et al., 2011; Taylor et al., 2017). From this perspective, the minimal visibility of SM2 in the textbook represents a critical gap, as learners receive little textual guidance for coping behaviors such as calming oneself, reframing challenges, seeking support, or managing academic overwhelm. When self-management is reduced to “finishing tasks,” the protective and regulatory functions of SEL—central to supporting learners’ mental well-being—remain underdeveloped (UNESCO, 2024).

The dominance of verbal over visual representation further reinforces this task-centered interpretation of self-management. As the textbook relies primarily on written instructions and dialogues, it naturally emphasizes actions such as following procedures, completing assignments, and revising products—behaviors that are easily encoded in language-based tasks. However, from a multimodal perspective, images are not merely decorative elements; they function as meaning-making resources that communicate social actions, emotional states, and behavioral models through visual composition and interaction (Kress & van Leeuwen, 2021). Visuals could have been designed as stand-alone SEL prompts, for instance by illustrating coping sequences, goal-tracking processes, or emotional regulation during classroom interactions. When images serve only a supportive role, the responsibility for constructing SEL meaning remains largely on textual input, limiting students’ opportunities to observe and internalize coping-oriented self-management strategies.

These findings also reflect a broader challenge in SEL implementation. Even in contexts where educators recognize the importance of SEL, its classroom application often remains inconsistent without strong curricular and material support (Coli et al., 2024). Similar constraints have been reported in EFL teacher education, where limited time, resources, and institutional acceptance may lead SEL integration to remain implicit rather than systematic (Najjarpour, 2025). Viewed from this angle, the textbook does not merely mirror pedagogical practice; it actively shapes how self-management is conceptualized and enacted in the classroom. The analysis, therefore, highlights the critical role of instructional materials in distributing the responsibility of SEL implementation, rather than placing the burden solely on teachers’ improvisation.

Pedagogically, the implications of this study point to the need for rebalancing self-management representation in future textbook revisions. Stress-management strategies (SM2) and goal-setting skills (SM4) should be made explicitly teachable rather than incidentally present. This can be achieved without transforming English lessons into counseling sessions, for example, by embedding micro-prompts within language activities, such as brief calming routines before speaking tasks, reflective checklists after performance, goal-setting statements, progress-monitoring tools, and opportunities for strategy adjustment. Such design choices would align textbook content more closely with CASEL’s comprehensive definition of self-management and with global efforts to mainstream SEL as a core educational priority supporting both academic achievement and learner well-being (CASEL, 2020; UNESCO, 2024).

CONCLUSIONS AND SUGGESTION

This research shows that verbal representations dominate the material in English textbooks, while visuals appear as supporting aids. Among the seven subskills, organizational and planning abilities, and self-discipline and self-motivation are most frequently represented in the material, indicating the textbook's emphasis on structured learning and task completion. Skills such as managing emotions and stress reduction techniques, however, appear less frequently and are often embedded implicitly in the narrative. Overall, the textbook integrates self-management aspects but unevenly, prioritizing certain subskills over others. Future textbook development should aim for a more balanced representation of self-management skills, particularly emotion regulation and stress reduction strategies. Teachers can include additional SEL activities such as reflection exercises, goal-setting tasks, or stress management practices. Further research is recommended to examine how these textbook-based representations are implemented in real-life classroom settings and how students benefit from them.

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*Corresponding author

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