# The Incorporation of Emotional Intelligence in English Textbooks for High School Students: A Content Analysis

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**ABSTRACT**

In recent years, due to the rapid development of artificial intelligence (AI), emotional intelligence (EI) has become increasingly valuable as its uniquely human qualities cannot be replicated by machines (Beck & Libert, 2017). As an impact of this phenomenon, EI has also become a topic that is acknowledged as important in the educational landscape, including Indonesia's. This is mandated by the current Indonesian curriculum, namely Kurikulum Merdeka (Merdeka Belajar Curriculum). The purpose of this study is to discuss the ways in which EI skills are taught in the English textbook used by 12th graders in Indonesian public high schools. This study adapted the content analysis method used by Babaei & Abdi (2014), which used Goleman's Emotional Intelligence Checklist to observe the emotional intelligence components in the dialogues, reading texts, and exercises in the textbook. The result of the study shows that 46.6% of the examined dialogues, 78.6% of the examined reading texts, and 40.9% of the examined exercise elements contain various EI components, including those required by the curriculum regulations. Those EI components are included in the content in the form of character dialogue and description, advice, questions or discussion and project activities.

**Keywords:** EI components, English Textbooks, High School, Merdeka Curriculum

## INTRODUCTION

In recent years, due to the rapid advancement of Artificial Intelligence (AI), Emotional Intelligence (EI) has become more valuable because its uniquely human qualities cannot be replicated by machines (Beck & Libert, 2017). Undeniably, there are many things that machines can do better than humans, especially in data gathering and analysis. So, those who want to stay relevant in their professions would need to focus on skills and abilities that artificial intelligence cannot replicate easily, such as understanding, motivating, and interacting with human beings (Beck & Libert, 2017). In other words, in today's era, EI has become more important as the foundation for someone's professional success.

As an impact of this phenomenon, EI has also become a topic that is recognized as important in the educational landscape. Some schools have shown interest in the educational curriculum of EI development, and they have added it to their study program (Babaei & Abdi, 2014). These schools are aware of the increasing need to equip students with the necessary skills to navigate their emotions and effectively interact with others in various social contexts. Therefore, curriculums have been adjusted to give more attention to the aspects of EI.

In Indonesia, EI education has also received special attention. This is mandated by the Indonesian current curriculum, namely Kurikulum Merdeka (Merdeka Belajar Curriculum). According to the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbud) of the Republic of Indonesia Number 12 Year 2024 concerning curriculum in early childhood education, primary education, and secondary education, the Merdeka Belajar Curriculum is designed with the principle of character development, which includes the development of emotional competencies (Kemendikbud, 2024). In fact, the attributes of EI's components, such as empathy, self-control (regulating emotion), communication, teamwork and collaboration have also been included as sub-elements in the dimensions of the Merdeka Belajar Curriculum's Learner Profile published by the Ministry of Education and Culture in 2022 (Kemendikbud, 2022). Consequently, EI is an aspect that must be taught, either by allocating special time or integrating it with the learning process of the learning subjects.

In line with the regulations mentioned in the previous paragraph, English language subject as one of the core subjects in Indonesian curriculum, therefore, not only has a role in teaching the English language but also in teaching EI. However, aside from the regulations, the practice English language learning has long contributed to the students' development of EI. This contribution occurs through various mechanisms of English language learning. For instance, by learning to identify and label emotions in English, students can improve emotional awareness and understanding (Lindquist et al., 2015). Another example, engaging in role plays and dialogues that involve expressing and interpreting emotions also can enhance empathy and social skills (Hidayati & Pardjono, 2018). Moreover, learning vocabulary and doing grammar exercises that focus on emotions can provide learners with a broader emotional vocabulary and better understanding of emotional nuances (Kumschick et al., 2014). Therefore, the regulations concerning the integration of EI education into English learning would strengthen the already existing EI aspects in the practice of English language learning in schools.

In English language learning practice at schools, textbooks are the most frequently used materials in curriculum. Textbooks are used by teachers to motivate the students and give them the maximum awareness, understanding and cognition of subject matters (Fathi Vajargah & Aghazadeh, 2011). Textbooks play an important role in daily constructs and activities of English learning practice in school classes. Therefore, it is sensible for EI to also be incorporated in the contents of English textbooks (Rozi et al., 2021).

English textbooks for high school students are typically richer in learning materials and have more complex EI content than those of lower grades (Jiménez et al., 2019). As students mature cognitively, they can handle more abstract concepts and dense information, so high school students are exposed to appropriately challenging texts that provoke thought on cultural, social, and global issues to encourage them to become informed and culturally competent individuals (Singer & Shagoury, 2005). Essentially,

high school is a preparatory phase for adulthood, higher education, and professional life (Martin, 2002), which is even more stressed in 12th grade. Therefore, focusing on EI during this year could impact the lifelong emotional and social well-being of students. Considering the complexity of the integration of EI in high school textbooks and its significant importance in preparing the students for personal and professional challenges they will face after graduation, especially in the era of AI, it is crucial to examine how EI is integrated in high school textbooks.

To date, research on emotional intelligence (EI) has gathered significant momentum in the last few years (Halimi et al., 2021). There has been previous research analysing the integration of EI in school textbooks. For instance, an analysis of the content in Social Studies and Natural Sciences textbooks for Secondary School students conducted by Babaei & Abdi (2014) which is examined based on EI components on David Goleman's Checklist. Goleman (1995) identified EI as individual components and social components. Individual components are self-awareness, self-management, and motivation; meanwhile, social components are social-awareness and social skill. The results of the study revealed that the most prevailing EI components in the social studies textbooks were social awareness in the texts of social studies, Self-management in the exercises, and social skill in the illustrations; while in natural sciences textbooks' exercises and texts the most prevailing component was that of self-management, but no component was found in the illustrations. Another

example is a content analysis of sixth grade elementary and seventh grade social studies textbooks by Golshani & Heidari (2022), which is also conducted based on David Goleman's EI Checklist. The results revealed that in these textbooks, the highest coefficient of importance was related to the dimension of self-awareness and the lowest coefficient of importance was related to the dimension of social consciousness. Even though there has been research examining the components of EI in textbooks, unfortunately, the number of such types of research conducted on English textbooks for high school students is limited. Concerning the fact that English language learning practice contributes to the students' development of EI development, and that the incorporation of EI education in textbooks for high school student could have a significant role in students' future professional success in the era of AI, this research tries to analyse the textual content of the English textbooks used by 12th graders in Indonesian public high school, in the academic year of 2023/2024 (entitled "Life Today"), based on the EI components on David Goleman's Checklist to find out the extent EI is incorporated within the dialogues, reading texts, and exercises within the textbook and to find out whether the EI components present are in accordance with the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbud) of the Republic of Indonesia Number 12 Year 202 and the Merdeka Belajar Curriculum's Learner Profile. The goal is to discuss the ways those EI components are incorporated within

the content of the book to teach students.

## METHODS

The present paper is a qualitative study which uses the method of content analysis. According to Tuomi & Sarajärvi (2009), content analysis is one of the basic methods for qualitative research which enables the execution of different sorts of studies. The use of the content analysis method enables the orderly and objective investigation of textual data. Agreeing with Krippendorf (2004), content analysis gives new insights and increments the understanding of the examined phenomena. The approach used in the present paper was theory-based, since the aim of this study is to analyse the content of an English textbook for high school based on the emotional intelligence theory. This is in line with the definition of theory-based content analysis as a traditional approach, which is directly based on some theory (Tuomi & Sarajärvi, 2009).

The data studied consisted of an English textbook for high school students used by 12th graders in Indonesian Public School for the academic year 2023/2024, which was published and approved by the Indonesian Government. The textbook is chosen because of its widespread use all over the country. Then, the data collection was started with surveying and sorting all the textual materials in the form of dialogues, reading texts, and exercises. After that, the contents of these categories which contain EI components were purposefully selected to be analysed.

To analyse the content of the mentioned textbook for their attention to the EI components, this study adapted the content analysis method applied by Babaei & Abdi (2014), which used Goleman's Checklist of Emotional Intelligence to observe the EI components. According to this checklist, EI is generally divided into five main components and 26 subdivisions.

## FINDINGS

The findings begin with the results of the analysis of the overall textual materials in the book.

*Overview*

In the book there are 4 units which consists of various learning materials organized in sub-units, namely 'Did You Know?', 'Listening', 'Speaking', 'Reading', 'Viewing', 'Writing', 'Presenting', 'Assessment', 'Enrichment', and 'Reflection'. Within these sub-units, there are different numbers of activity sections. After analysing the overall book, it was

found that there are 104 activity sections in total. This study covered all 104 activity sections. After filtering the sections, it was found that 67 activity sections contain EI components to be chosen for analysis. From the overall book, these sections make 64,4% of the book which was then analysed in this study. After that, they are categorized into 3 categories which are 'Dialogues', 'Reading Texts', and 'Exercises'. Finally, it was determined that there are 4 dialogues, 17 reading texts, and 54 exercises. The table below shows the frequencies, and the percentages of the EI Subdivisions found in the dialogues, reading texts, and exercises analyse.

**Table 1. Examination of EI Subdivision as adapted from Babaei & Abdi (2014).**

| | EI Subdivision | | Dialogues | Reading Texts | Exercises |
|---|---|---|---|---|---|
| Self-awareness | Emotional self-awareness | Frequency | 5 | 17 | 14 |
| | | Percentage | 6,7% | 4,7% | 4,4% |
| | Accurate self-assessment | Frequency | 2 | 25 | 3 |
| | | Percentage | 2,7% | 6,8% | 0,9% |
| | Self-confidence | Frequency | 1 | 1 | 0 |
| | | Percentage | 1,3% | 0,3% | 0% |
| | Impact on others | Frequency | 1 | 0 | 7 |
| | | Percentage | 1,3% | 0% | 2,2% |
| Self-management | Self-control | Frequency | 3 | 20 | 2 |
| | | Percentage | 4,0% | 5,5% | 0,6% |
| | Trustworthiness | Frequency | 0 | 0 | 1 |
| | | Percentage | 0% | 0% | 0,3% |
| | Conscientiousness | Frequency | 1 | 0 | 1 |
| | | Percentage | 1,3% | 0% | 0,3% |
| | Adaptability | Frequency | 0 | 0 | 0 |
| | | Percentage | 0% | 0% | 0% |
| | Achievement orientation | Frequency | 1 | 36 | 4 |
| | | Percentage | 1,3% | 9,9% | 1,3% |
| | Judgement | Frequency | 1 | 19 | 19 |
| | | Percentage | 1,3% | 5,2% | 5,9% |
| | Expression | Frequency | 0 | 0 | 11 |
| | | Percentage | 0% | 0% | 3,4% |
| | Initiative | Frequency | 0 | 1 | 0 |
| | | Percentage | 0% | 0,3% | 0% |
| Motivation | Achievement drive | Frequency | 0 | 0 | 0 |
| | | Percentage | 0% | 0% | 0% |
| | Commitment | Frequency | 0 | 0 | 0 |
| | | Percentage | 0% | 0% | 0% |
| | Initiative and optimism | Frequency | 0 | 8 | 0 |
| | | Percentage | 0% | 2,2% | 0% |
| Social Awareness | Empathy | Frequency | 12 | 69 | 23 |
| | | Percentage | 16,0% | 18,9% | 7,2% |
| | Organizational awareness | Frequency | 1 | 35 | 4 |
| | | Percentage | 1,3% | 9,6% | 1,3% |
| | Service orientation | Frequency | 0 | 16 | 0 |
| | | Percentage | 0% | 4,4% | 0% |
| Social Skill | Visionary leadership | Frequency | 0 | 7 | 0 |
| | | Percentage | 0% | 1,9% | 0% |
| | Influence | Frequency | 0 | 7 | 0 |
| | | Percentage | 0% | 1,9% | 0% |
| | Developing others | Frequency | 0 | 5 | 3 |
| | | Percentage | 0% | 1,4% | 0,9% |
| | Communication | Frequency | 4 | 0 | 22 |
| | | Percentage | 5,3% | 0% | 6,9% |
| | Conflict management | Frequency | 2 | 0 | 4 |
| | | Percentage | 2,7% | 0% | 1,3% |
| | Change catalyst | Frequency | 0 | 0 | 0 |
| | | Percentage | 0% | 0% | 0% |

| | | 1 | 3 | 0 |
|---|---|---|---|---|
| Building bonds | Frequency | 1 | 3 | 0 |
| | Percentage | 1% | 0,8% | 0% |
| Teamwork and collaboration | Frequency | 0 | 18 | 13 |
| | Percentage | 0% | 4,9% | 4,1% |
| Content with EI subdivisions | Frequency | 35 | 287 | 131 |
| | Percentage | 46,6% | 78,6% | 40,9% |

## DISCUSSION

*To what extent is EI incorporated within the dialogues, reading texts, and exercises within those textbooks?*

The results of the content analysis on the textual indicates that the most dominant EI component in the overall book is 'social awareness: empathy'. This represents that the book is mainly employed to teach students to understand and empathize with the people and the environment around them. The results are elaborated further in the points below:

- *Dialogues*

The 4 dialogues were broken down into dialogue sentences and analysed for their EI components and subdivisions. There are 75 dialogue sentences in total but only 35 dialogue sentences (46,6%) contain EI components. 'Empathy' is the most common EI subdivision as it appeared 12 times and makes 16,0% of the dialogues. Therefore, it could be concluded that the most common EI component and subdivision in the dialogues is 'social awareness: empathy'.

- *Reading Texts*

The 17 reading texts were broken down into sentences and analysed for their EI components and subdivisions. There are 365 sentences in total but only 287 sentences (78,6%) contain EI components. 'Empathy' is also the most common EI subdivision as it appeared 69 times and makes up 18,9% of the reading texts. Therefore, it could be concluded that the most common EI component and subdivision in the reading texts is 'social awareness: empathy'.

- *Exercise*

The 54 exercises were broken down into elements which can be instructions, questions, commands, guides, or general statements. Then, those elements were analysed for their EI components and subdivisions. There are 320 elements in total but only 131 elements (40,9%) contain EI components. 'Empathy' is once again the most common EI subdivision here as it appeared 23 times and makes 7,2% of the elements. Therefore, it could be concluded that the most common EI component and subdivision in the exercises is 'social awareness: empathy'.

*Are the EI components in the English textbook in accordance with the regulation and the curriculum's learner profile?*

As it was mentioned, the Merdeka Belajar Curriculum is designed with the principle of character development, which includes the development of emotional competencies (Kemendikbud, 2024). Besides that, the Merdeka Belajar Curriculum's Learner Profile (Kemendikbud, 2022) expects students to be taught EI components, namely social awareness - empathy, 'self-

management - self-control', and two of the social skills, - communication and teamwork and collaboration. As we can see from Table 2, the content analysis revealed the presence of various EI components in the dialogues, reading texts, and exercises in various extents, including the four components mentioned. This is due to the reason that these skills are crucial for holistic personal and academic development for students in the upper level of education such as the 12th grade.

The emphasis of those EI components in the curriculum could be based on the theory that EI increases with age and experience as concluded by Wong et al. (2005). Humphrey et al. (2007) also stated a similar theory that EI grows in harmony with growing age. They divided the development of EI into four stages: emotional awareness of one's own and others' emotions, application of emotions in relation to contexts, emotional empathy or the ability to relate to others' emotions, and emotion selection or the individual reaching a level of emotional awareness to control his or her decisions. With the new cognitive abilities that develop during adolescence, the quality of self-awareness and self-centeredness changes; self-centrism gradually diminishes, and the adolescent rethinks his/her social conditions and relationships, and gradually gains social maturity (Lotfabadi, 2005). For 12th graders (17-18 years old), they are likely to be in the stages of emotional empathy and emotion selection, where they should be able to relate to and understand the emotions of others, showing empathy and emotional support, or even use their understanding of emotions to make informed and controlled decisions.

Therefore, at this stage of maturity, it is important to teach 12th graders those EI components mentioned, or even with the addition of the 'judgement' skill to help them in making decisions.

*How are those EI components incorporated within the content of the book to teach students?*

- *Social Awareness: Empathy*

In the dialogues, the teaching of empathy is done through the character's utterances. For instance, a dialogue sentence saying, "I feel happy for you." (Data 1-27), expresses genuine happiness for another's success. By teaching students to use this English expression, students are encouraged to show empathy in a form of support for someone else's achievements. This aligns with the suggestion that engaging in role plays and dialogues that involve expressing and interpreting emotions can enhance empathy and social skills (Hidayati & Pardjono, 2018). Moreover, in the reading texts, especially narrative texts, empathy is mostly shown through the character's descriptions and actions. For example, in the sentence, "Although he was a retired elementary school teacher, he felt he had a responsibility to make his village enlightened with electricity - just like people in the city." (Data 2-54) shows the character's feeling of responsibility towards others affected by his village's unfortunate living condition, which is also a form of empathy. This kind of character's description may contain vocabularies that focus on emotions which can provide learners with a broader emotional vocabulary and better understanding of emotional nuances (Kumschick et al., 2014). Furthermore, in the exercises, the

teaching of empathy is done mostly through the instructed activities and questions. For example, is this vocabulary exercise: "Upset: mad, angry-Her parents must be really upset due to her improper attitude (Data 3-141). This emotion labelling activity teaches students the ability to identify and interpret different emotions and behaviours. This aligns with the suggestion that by learning to identify and label emotions in English, students can improve emotional awareness and understanding (Lindquist et al., 2015). This awareness of others' emotion is a form of social awareness which helps students to understand and empathize with others.

- *Self-management: Self-control*

Most of this subdivision is found in the reading text. In the narrative texts, for example, self-control is demonstrated in this text excerpt "For weeks he sulked under the mango tree, until he remembered the library down the road, a gift from the American." (Data 3-109). The character is shown controlling his emotion by overcoming his disappointment, moving past initial sadness to seek knowledge instead. Another example of the same reading passage is this text excerpt: "Some giggled, others teased, but William waited for the wind." Here, William demonstrates a good emotional self-control by not lashing out at the people who mocked him and instead, he chose to focus on his own goal. Besides the narrative text, the hortatory exposition texts have the teaching of self-control. For examples are these text excerpts about netiquette, "A lot of oversharing is done in 'the spur of the moment' situation" (Data 3-252) and "There is limited research to indicate that an

increased number of hours on social media correlates directly with aggressive behaviour, but there is literature that connects certain types of internet use to increased aggressive behaviour" (Data 3-261). These two sentences implicitly advise students to control their behaviours in using social media, warning them not to overshare nor get aggressive. Lastly, in an argumentative text about cashless society, there are teachings about self-control in financial aspects, for instance is this text excerpt, "Spending on a credit card clearly has effects on how people spend, which numerous studies have borne out" (Data 3-207). This teaches students to control themselves in spending money, especially when using cashless methods.

- *Social skill: Communication*

Communication skills are clearly taught in the dialogues and exercises. In the dialogues, for example is this dialogue sentence of a character giving advice on how to apologize properly, "Yes, it is so true. If it's somebody that you know, let them understand why you did it. If it was a joke, you know, it's not an excuse but at least you're offering some kind of explanation," (Data 1-72). Here, the character emphasizes the importance of communication and explaining one's actions to foster understanding. As for the exercises, there are plenty of activities such as involving discussion, presentation, and answering questions in pairs or groups, which improve verbal and written communication skills.

- *Social skill: Teamwork and Collaboration*

This EI skill is mostly taught through practices in the exercise activities, most of them are group presentation and writing projects which would sharpen the student's ability to work harmoniously with others. Moreover, in reading texts, especially in the narrative texts, the importance of this skill is also demonstrated. For example, is the text excerpt of a character's dialogue, "But I can't make it happen alone. Together is stronger than alone, right?" (Data 2-31) which shows the significance of teamwork & collaboration in achieving a collective goal.

## CONCLUSION AND SUGGESTION

This study provides a comprehensive analysis of the integration of Emotional Intelligence (EI) components within the English textbook used by 12th graders in Indonesian public high schools, as mandated by the Kurikulum Merdeka (Merdeka Belajar Curriculum). By employing Goleman's Emotional Intelligence Checklist for content analysis, the research reveals a substantial inclusion of EI elements across various sections of the textbook. Specifically, 46.6% of dialogues, 78.6% of reading texts, and 40.9% of exercise elements contain EI components. These components are embedded in the textbook through character dialogues and descriptions, advice, questions, discussions, and project activities.

The findings underscore the significant effort to incorporate EI education in the curriculum, highlighting its perceived importance in fostering students' emotional and social skills alongside their academic growth. This integration not only aligns with the curriculum regulations but also reflects a broader educational trend recognizing the value of EI in preparing students for the complexities of the modern world, especially in the era of AI.

Overall, the study affirms the effectiveness of the current approach in embedding EI within the educational content and suggests that such initiatives are crucial for holistic student development. At the end, this paper suggests for future research to expand on this foundation by comparing this study's result to the result of another content analysis conducted on English textbooks published by private publishers. Future research could also employ more rigorous designs with more conclusive methods, such as combining quantitative methods (such as surveys and standardized tests) with qualitative approaches (like interviews and focus groups) to explore the practical impacts of these EI components on students' emotional and academic outcomes. This mixed-methods approach will provide a richer dataset for analysis, thus contributing to the ongoing enhancement of educational strategies in Indonesia.

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