Integration of SDGs in Language Teaching: Assessing the Response of Indonesian Researchers – A Systematic Literature Review Using the SPAR Methods

Khirjan Nahdi[1]*, Hasan Basri[1], Amrullah[1], Adi Susanto[2]

[1]Hamzanwadi University, Lombok Timur, Nusa Tenggara Barat, Indonesia
[2]Yogyakarta State University, Sleman, Daerah Istimewa Yogyakarta, Indonesia

Abstract

This study aims to analyze the responses of Indonesian researchers to the integration of Sustainable Developments Goals (SDGs) into language teaching. The data for the articles were collected using the SPAR-SLR technique and thematic analysis. A total of 1701 articles were analyzed, sourced from 42 language teaching journals classified under SINTA levels 1 to 6. The articles collected were from journals with two issues per year. The findings of this research indicate that Indonesian researchers have not given optimal attention to the integration of SDGs into language teaching. This limitation is primarily due to the lack of awareness and capacity among educators to integrate SDGs into language teaching. The limited integration of SDGs in language teaching corresponds with the scarcity of studies on this topic. There is a need to enhance the awareness and capabilities of educators in integrating SDGs into language teaching. Simultaneously, researchers must adopt a scientific inclination in their studies and publications related to the integration of SDGs into language teaching. Collaboration between educators and researchers to improve awareness and capacity is recommended as part of the effort to achieve educational quality, in line with the goals of the SDGs, through language teaching.

Keywords: *Sustainable Developments Goals, SDGs, Language Teaching, Indonesian Researcher, Systematic Literature Review*

Introduction

Student ratings and evaluations of instruction have a long history as sources of information about teaching quality (Quenette & Rybas, 2023). The Sustainable Development Goals (SDGs) represent a global framework aimed at achieving a better and more sustainable future for all (Cruz et al., 2022; Guglielmi & Jones, 2019) as it UN 2023 agenda (Weybrecht, 2022) for development (Asadullah et al., 2024). The 17 SDGs encompass a broad range of interconnected

objectives, including quality education, gender equality, and climate action. Integrating these goals into various sectors, including education, is crucial for fostering the comprehensive development of societies. The importance of embedding SDGs into educational practices, particularly language teaching, cannot be overstated. Language education is a powerful tool that can promote understanding, empathy, and action towards sustainable development. The SDGs provide a comprehensive framework for addressing global challenges, with Goal 4 specifically focusing on quality education (Morris et al., 2023). This goal aims to guarantee inclusive and equitable quality education and to encourage possibilities for lifelong learning for all. Within this context, integrating SDGs into education involves embedding sustainability concepts into curricula, teaching methods, and educational policies.

In the context of Indonesia, a nation characterized by its vast cultural and linguistic diversity (Zulaeha, 2013), the integration of SDGs into language teaching presents both significant opportunities and challenges. Indonesia's educational landscape is marked by efforts to improve quality and inclusivity, aligned with global educational standards and policies. Outcome based education is one of curriculum model applied to Indonesian classroom teaching enabling them to understand the principle. Although teachers' understanding is not comprehensive in curriculum practised (Mufanti et al., 2024), curriculum change is still going on. Scholars believe that changes in body content of curriculum drive solution upon educational challenges yet it has a room for improvement. Content of SDGs in language teaching is urgently mandatory. Effectively incorporating the SDGs into the curriculum requires a strategic approach that considers the unique socio-cultural dynamics of the country.

Language teaching, as a critical component of education, plays a pivotal role in SDGs integration (Arslan & Curle, 2024). Studies by (El-Aasar et al., 2024; Li & Tsai, 2021; Meadows, 2020) mentioned that education for development (ESD) has globally emphasized for the need of academic purposes in which Language education can facilitate the understanding and dissemination of sustainable practices (Mohammad et al., 2015), encourage critical thinking (Borsatto et al., 2024; Cruz et al., 2022), and foster global citizenship (Expósito & Sánchez, 2020). The scope of integrating SDGs in language teaching includes developing content that reflects sustainable development themes, employing pedagogical approaches that promote creative learning (Asmayawati et al., 2024) and critical engagement, and preparing educators to effectively deliver this content.

Indonesia's education system has undergone significant reforms aimed at improving quality and access. The national curriculum emphasizes competency-based education, aiming to develop students' cognitive, affective, and psychomotor skills. However, integrating SDGs into language teaching remains a relatively new and evolving endeavour.

Educational policies in Indonesia support the inclusive education in which it opens equal access to education for all (Ahsan & Sharma, 2018; Moosa et al., 2022; Soeharto et al., 2024). it and inclusion of sustainable development principles, yet the practical implementation within language classrooms varies. Existing curriculum and pedagogical practices often focus on traditional language skills such as reading, writing, listening, and speaking, with limited emphasis on sustainability-related content. This highlights a need for curricular innovations that incorporate SDGs meaningfully into language teaching.

Globally, several countries have integrated SDGs into their educational systems (Borsatto et al., 2024), providing valuable lessons for Indonesia. For instance, countries like Finland and

Sweden have embedded sustainability themes across various subjects, including language education (Asikainen & Tapani, 2021; Middleton, 2019; Niemela, 2024). A comparative analysis of these international practices with Indonesia's approach can offer insights into potential strategies for effective integration.

Integrating SDGs into language teaching faces several challenges (Hamwy et al., 2023; Leite, 2022), including Indonesia. Policy and administrative barriers include a lack of clear guidelines and support for incorporating sustainability concepts into the curriculum (Nakidien et al., 2021). Pedagogical and curricular limitations are also evident, with teachers often lacking the necessary resources and training to effectively teach SDGs-related content (Nassr et al., 2023; Purwianingsih et al., 2022). Furthermore, there is a significant gap in current research and practice, with few comprehensive studies examining the integration of SDGs in Indonesian language education. Despite these challenges, there are successful strategies and approaches documented in the literature (Almazroa et al., 2022; Alonso-García et al., 2019; Sonetti et al., 2020). International case studies highlight best practices in curriculum design and implementation that could be adapted to the Indonesian context. Pedagogical innovations such as project-based learning, Content and Language Integrated Learning (CLIL), and the use of technology and digital resources have shown promise in enhancing the integration of SDGs into language teaching (Purwianingsih et al., 2022). Identifying effective solutions applicable to Indonesia involves adapting international best practices while considering local socio-cultural and linguistic contexts. This includes developing context-specific strategies and innovations that address the unique needs of Indonesian students and educators. Highlighting gaps and limitations in current solutions is essential for developing feasible and scalable approaches.

The main objectives of this study are to synthesize existing literature on the integration of SDGs in language teaching in Indonesia, identify successful strategies and approaches, and propose actionable recommendations for policy and practice. Specific research questions guiding this study include: What are the effective strategies for integrating SDGs into language teaching in Indonesia? What are the gaps and challenges in current practices? How can these strategies be adapted to the Indonesian educational context?

Method
This study employs a systematic literature review approach, SPAR model to comprehensively analyse the integration of Sustainable Development Goals (SDGs) in language teaching in Indonesia. The research was conducted over a four-month period from September to December 2023. It involved several stages, including the research and grouping of electronic data spanning from 2010 to 2023, data simplification, and data analysis. The study encompassed data from all Indonesian researchers within the 2010-2023 timeframe and was coordinated at the Language Center of Hamzanwadi University in Lombok and the Graduate School of Yogyakarta State University.

The research began with an extensive search of academic databases limited to SINTA (Science and Technology Index), Indonesian Journal data-base. Keywords such as "SDGs in language teaching," "sustainable development goals education," "language curriculum Indonesia," "integration of SDGs," "thematic," and "systematic literature review" were used to identify relevant studies. Inclusion criteria were set to include peer-reviewed journal articles

published between 2021 and 2023, focusing on the integration of SDGs in language teaching within the Indonesian context. Studies unrelated to education or language teaching and those not focused on the SDGs were excluded.

In order to extract data, titles and abstracts had to be first screened. Then, selected articles had to have their full-texts reviewed to make sure they complied with the inclusion criteria. Relevant data such as year of publication and journal number of issues were extracted. Thematic analysis was then selected manually by checking every single journal to make sure the articles meet the inclusion criteria. Extracted data were coded systematically, with codes grouped into broader themes representing key aspects of SDG integration. This process involved iterative reviewing and re-coding to refine the themes.

To enhance the reliability and validity of the findings, triangulation was employed by comparing results from multiple sources and perspectives. Peer reviews by experts in language education and sustainable development were conducted to validate preliminary findings and interpretations. Reflexivity was maintained by documenting researchers' biases and perspectives throughout the research process. Ethical considerations included seeking approval from the institutional review board and respecting the original authors' contributions by accurately representing and crediting their findings. The scientific procedures and rationales guidelines were followed to ensure transparent and comprehensive reporting. Findings will be disseminated through academic publications, aiming to inform educators, policymakers, and researchers about best practices for integrating SDGs into language teaching in Indonesia.

Results

Distribution of Research Topics

The data were collected and analyzed using the SPAR-SLR model. Through this analytical framework, journal themes were identified using the keyword "Language Teaching." The use of this term aimed to prevent the conflation of articles written in English with those in Indonesian. Data on the articles were gathered from the SINTA database, covering SINTA levels 1 to 6. The source journals spanned publications from 2021 to 2023, with each journal issuing two editions annually. This process resulted in the acceptance of 42 journals, encompassing a total of 3004 articles. Of these, 1701 articles were deemed pertinent and thus included in the analysis, while 1249 were excluded primarily because they did not meet the criterion of having two issues per year. The following diagram delineates the SPAR analysis model.

In this study, "language teaching" and the SDGs refer to language education encompassing all related aspects, such as language instruction, technology in language education, teaching methodologies, and evaluation of language learning. Among the 1701 articles analyzed, language instruction emerged as the predominant topic, constituting approximately 45% of all articles. Technology in language education ranked second, accounting for 30% of the articles, followed by teaching methodologies at 13%, and language learning evaluation at 10%. Notably, none of the articles explicitly addressed the integration of SDGs into language education. No distinction was made between the instruction of the Indonesian language and other languages. It is widely acknowledged that the SDGs agenda represents a strategic framework in global development. Achieving educational quality necessitates a thorough understanding of the SDGs' goals and agendas, which is essential for attaining high educational

standards. Ultimately, the pursuit of educational quality will contribute to the goals of sustainable global development through the SDGs.

Figure 1
SPAR Systematic Literature Review Analysis Model

Assembling	**Identification:** Domain: language teaching, SDGs Source type: peer-reviewed journals **Acquisition:** Search mechanism and material acquisition: SINTA 1-6 Search period: 2021-2023 Search keywords: language teaching Total number of articles: sinta 1-6, 3004
Arranging	**Organization:** Organizing codes: article title **Purification:** Article type excluded: 1249 Article type included: 1755
Assessing	**Evaluation:** Analysis method: thematic analysis Agenda proposal method: thematic gap analysis **Reporting:** Limitation: data type limited to English journal name, thematic analysis, SINTA data-based.

A critical aspect to consider in the strategic relationship between language education and the SDGs is the comprehensive understanding of key SDGs components. All SDG indicators, their respective objectives, participation, collaboration, and related elements must be conveyed in an accessible language. Teachers and students, as well as lecturers and students, are the strategic groups responsible for this communication within the language education process. Therefore, integrating the SDGs into language education is of paramount importance. This integration is currently hindered by the partial awareness among academics and educators in Indonesia, particularly in the field of language education. While the importance of educational quality is recognized, there is a lack of responsiveness to the significance of incorporating the SDGs and their various contexts into the substance of language education to achieve high educational quality.

Researcher's Responses to SDGs in Language Teaching

As this study aims to analyze the responses of Indonesian researchers to language teaching research in the context of the SDGs, it addresses not only the domain of education but also the researchers themselves.

Table 1

Article Inclusion

Journal	Rank	Issue and Amount		Year	Remarks
Journal of Foreign Language Teaching and Learning	2	I/5	II/6	2021	no SDGs
		I/7	II/10	2022	no SDGs
		I/5	II/5	2023	no SDGs
Indonesian Journal of English Language Teaching and Applied Linguistics	2	I/12	II/16	2021	no SDGs
		I/15	II/13	2022	no SDGs
		I/13	II/18	2023	no SDGs
LLT Journal: A Journal on Language and Language Teaching	2	I/22	II/25	2021	no SDGs
		I/26	II/22	2022	no SDGs
		I/28	II/30	2023	no SDGs
Journal of English Language Teaching Innovations and Materials (JELTIM)	2	I/5	II/5	2021	no SDGs
		I/6	II/6	2022	no SDGs
		I/5	II/5	2023	no SDGs
Celt: A Journal of Culture, English Language Teaching & Literature	2	I/10	II/10	2021	no SDGs
		I/10	II/9	2022	no SDGs
		I/10	II/10	2023	no SDGs
Nobel: Journal of Literature and Language Teaching	3	I/9	II/9	2021	no SDGs
		I/9	II/9	2022	no SDGs
		I/9	II/8	2023	no SDGs
Ethical Lingua: Journal of Language Teaching and Literature	3	I/1	II/5	2021	no SDGs
		I/2	II/6	2022	no SDGs
		I/5	II/4	2023	no SDGs
International Journal of Language Teaching and Education (IJOLTE)	2	I/5	II/4	2021	no SDGs
		I/1	II/5	2022	no SDGs
		I/2	II/6	2023	no SDGs
Language Literacy: Journal of Linguistics, Literature, and Language Teaching	3	I/26	II/26	2021	no SDGs
		I/21	II/29	2022	no SDGs
		I/25	II/30	2023	no SDGs
International Journal of Arabic Language Teaching (IJALT)	3	I/10	II/10	2021	no SDGs
		I/10	II/10	2022	no SDGs
		I/6	II/6	2023	no SDGs
JELLT (Journal of English Language and Language Teaching)	3	I/10	II/10	2021	no SDGs
		I/12	II/15	2022	no SDGs
		I/9	II/7	2023	no SDGs
ELT Echo: The Journal of English Language Teaching in Foreign Language Context	3	I/10	II/10	2021	no SDGs
		I/10	II/10	2022	no SDGs
		I/6	II/6	2023	no SDGs
Scope: Journal of English Language Teaching	3	I/9	II/10	2021	no SDGs
		I/15	II/8	2022	no SDGs
		I/39	II/25	2023	no SDGs
Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics	3	I/10	II/10	2021	no SDGs
		I/9	II/9	2022	no SDGs
		I/7	II/10	2023	no SDGs
Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning	3	I/5	II/	2021	no SDGs
		I/	II/2	2022	no SDGs
		I/	II/	2023	no SDGs
	3	I/7	II/8	2021	no SDGs

Journal		I	II	Year	SDGs
ELTIN: Journal of English Language Teaching In Indonesia		I/8	II/9	2022	no SDGs
		I/10	II/12	2023	no SDGs
Jo-ELT (Journal of English Language Teaching)	4	I/11	II/11	2021	no SDGs
		I/8	II/12	2022	no SDGs
		I/12	II/10	2023	no SDGs
The Pedagogy: Journal of English Language Teaching	4	I/8	II/8	2021	no SDGs
		I/8	II/8	2022	no SDGs
		I/8	II/8	2023	no SDGs
Seltics Journal: Scope of English Language Teaching, Literature and Linguistics Journal	4	I/8	II/8	2021	no SDGs
		I/6	II/6	2022	no SDGs
		I/6	II/6	2023	no SDGs
Journal of English Language Teaching and Learning (JETLE)	4	I/5	II/5	2021	no SDGs
		I/5	II/5	2022	no SDGs
		I/10	II/10	2023	no SDGs
JL3T (Journal of Linguistics, Literature and Language Teaching)	4	I/6	II/6	2021	no SDGs
		I/6	II/7	2022	no SDGs
		I/7	II/6	2023	no SDGs
IJOTL-TL (Indonesian Journal of Language Teaching and Linguistics)	4	I/7	II/5	2021	no SDGs
		I/5	II/6	2022	no SDGs
		I/5	II/10	2023	no SDGs
Journal of English Language Teaching and Literature (JELITA)	4	I/7	II/5	2021	no SDGs
		I/5	II/6	2022	no SDGs
		I/5	II/10	2023	no SDGs
ELT Worldwide: Journal of English Language Teaching	5	I/15	II/22	2021	no SDGs
		I/12	II/18	2022	no SDGs
		I/18	II/22	2023	no SDGs
Journal of English Language Teaching and Cultural Studies	5	I/4	II/5	2021	no SDGs
		I/8	II/6	2022	no SDGs
		I/9	II/8	2023	no SDGs
ELTALL: English Language Teaching, Applied Linguistic and Literature	5	I/5	II/5	2021	no SDGs
		I/5	II/5	2022	no SDGs
		I/7	II/7	2023	no SDGs
Journal of English Language Teaching and Literature	5	I/6	II/5	2021	no SDGs
		I/10	II/10	2022	no SDGs
		I/8	II/10	2023	no SDGs
ELTIES (English Language Teaching for EFL Learners)	5	I/6	II/6	2021	no SDGs
		I/6	II/7	2022	no SDGs
		I/7	II/5	2023	no SDGs
The Journal of English Language Teaching, Literature, and Applied Linguistics (JELA)	5	I/5	II/7	2021	no SDGs
		I/5	II/5	2022	no SDGs
		I/6	II/5	2023	no SDGs
English Language Teaching Prima Journal (ELT)	5	I/13	II/6	2021	no SDGs
		I/5	II/5	2022	no SDGs
		I/6	II/5	2023	no SDGs
Saga: Journal of English Language Teaching and Applied Linguistics	6	I/7	II/7	2021	no SDGs
		I/7	II/6	2022	no SDGs
		I/7	II/7	2023	no SDGs
Saga: Journal of English Language Teaching and Applied Linguistics	4	I/8	II/10	2021	no SDGs
		I/10	II/10	2022	no SDGs
		I/10	II/6	2023	no SDGs
Sum of Articles		859	896		
Grand Total			1755		

Table 2

Article Exclusion

Journal	Rank	Issue and Amount				Year	Remarks
JOLLT Journal of Languages and Language Teaching	2	I/15	II/16	III/10	IV/16	2021	no SDGs
		I/9	II/10	III/14	IV/11	2022	no SDGs
		I/16	II/18	III/14	IV/30	2023	no SDGs
Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature	2	I/8	II/8	III/8	IV/0	2021	no SDGs
		I/8	II/8	III/8	IV/0	2022	no SDGs
		I/8	II/8	III/8	IV/0	2023	no SDGs
English Language Teaching Educational Journal	2	I/7	II/6	III/7	IV/0	2021	no SDGs
		I/6	II/5	III/8	IV/0	2022	no SDGs
		I/6	II/3	III/	IV/0	2023	no SDGs
JELTL (Journal of English Language Teaching and Linguistics)	3	I/16	II/20	III/13	IV/0	2021	no SDGs
		I/16	II/11	III/13	IV/0	2022	no SDGs
		I/7	II/10	III/8	IV/0	2023	no SDGs
ELT Forum: Journal of English Language Teaching	3	I/10	II/8	III/10	IV/0	2021	no SDGs
		I/7	II/7	III/6	IV/0	2022	no SDGs
		I/6	II/6	III/9	IV/0	2023	no SDGs
Klasikal: Journal of Education, Language Teaching and Science	4	I/6	II/8	III/17	IV/0	2021	no SDGs
		I/19	II/24	III/35	IV/0	2022	no SDGs
		I/25	II/19	III/15	IV/0	2023	no SDGs
Journal of English Language Teaching	5	I/20	II/9	III/23	IV/20	2021	no SDGs
		I/16	II/16	III/20	IV/33	2022	no SDGs
		I/40	II/23	III/29	IV/31	2023	no SDGs
English Language Teaching Methodology (ELTM)	5	I/9	II/11	III/14	IV/0	2021	no SDGs
		I/10	II/10	III/7	IV/0	2022	no SDGs
		I/16	II/7	III/16	IV/0	2023	no SDGs
English Language Teaching Methodology (ELTM)	6	I/9	II/11	III/14	IV/0	2021	no SDGs
		I/10	II/10	III/7	IV/0	2022	no SDGs
		I/16	II/7	III/16	IV/0	2023	no SDGs
Register: Journal of English Language Teaching and Learning of FBS Unimed	6	I/7	II/10	III/10	IV/10	2021	no SDGs
		I/10	II/10	III/10	IV/10	2022	no SDGs
		I/10	II/11	III/10	IV/11	2023	no SDGs
Sum of Articles		368	330	379	172		
Grand Total				1249			

The data in Table 1 and Table 2 can be interpreted into two categories. The first category indicates that language educators, from primary schools to higher education institutions, lack awareness of the importance of integrating SDGs into language teaching. There are numerous articles on SDGs in education, but these are predominantly focused on educational policy and management. No study material specifically addresses SDGs within language teaching. This context highlights that while there is an awareness of the importance of SDGs in education, it has not yet been applied to language teaching. The second category shows that when language learners do not acknowledge the importance of SDGs in language learning, the scholarly

examination of this subject becomes non-existent, as evidenced by the data analysis in this study.

Various literature sources indicate that the SDGs constitute a comprehensive framework for achieving sustainable development goals in economic, social, and environmental fields. Therefore, understanding these goals is crucial and strategic through language and language education. The significant and strategic objectives of language teaching with SDG content relate to global awareness, inclusion and equality, 21st-century skills, and empowering learners (students, educators, and lecturers). Through global awareness, language learners will comprehend global issues such as climate change, poverty, and inequality. By understanding these issues contextually, learners are expected to develop critical thinking that motivates them to act responsibly as global citizens. Issues of exclusivity and inequality, due to various reasons and backgrounds, need to be eliminated to foster inclusive and equitable social relations. This will ultimately create a fair and inclusive society. Critical thinking, collaboration, and effective communication are the ideal conditions for incorporating SDGs into language teaching. Consequently, creating a critical mass and future development agents can be effectively achieved.

Recommendations for Language Teaching

The primary issue in integrating SDGs into language teaching is human resources. This is identified as the main issue because human resources influence other aspects of SDG integration and its study by Indonesian researchers. The underlying problem is awareness. All educational stakeholders agree on the importance of educational quality, but this has not been accompanied by an understanding that educational quality will be more effective if SDGs are taught through language learning. This lack of awareness affects the willingness to enhance understanding through various technical agendas, such as training, workshops, and discussion forums on SDGs and language teaching. Weak understanding technically affects the capacity for instructional design, such as curriculum, teaching methods, and learning evaluation. In several contexts, local policy structures (provincial, district, city, and village levels) have designed and implemented SDG agendas. However, these agendas appear to be sectoral and lack collaboration. The SDGs, with their numerous challenges, are a collective issue. Therefore, the participation of all parties, including the education sector through schools and universities, is required.

Several recommendations can be made to this context. Individual must increase awareness among educators and researchers about the importance of SDGs in sustainable global development. This can be achieved through the expansion and diversification of educational information related to the SDGs and their benefits in the local context. This effort can also be supported by integrating SDG content into teaching materials, including language teaching. Another step is to parctise the flexible and inclusive curriculum. It is allowing space for SDG aspects to be included as teaching content, especially in language teaching. This approach is essential given that SDGs represent global knowledge that needs to be contextualized at the local level. Therefore, local languages that are contextual are needed to explain the objectives and goals of the SDGs to the community. Furthermore, collaboration between educators and researchers are in harmony. Fostering collaboration between educators and researchers to enhance each group's awareness and understanding of SDGs and language teaching as a form

of scientific responsibility must be implemented. Educators should enrich language teaching content with SDG substance, while researchers should study this context. Researchers should not only reveal the substantive content of SDGs in teaching but also uncover the weaknesses in teaching and research in their publications and scientific discussions. Thus, policy and managerial recommendations for language teaching with SDG content can be improved over time in line with the goal of achieving high-quality education.

Discussion

SDGs, in practise, has completely been researched in all domains of knowledge; language teaching (Kwee, 2021; Mambu, 2023; Vuzo, 2018; Yu et al., 2024) and economy (Beckline et al., 2018; Eisenmenger et al., 2020; Hieu & Hai, 2023; van Zanten & van Tulder, 2021). Indonesian researchers have not adequately addressed the integration of Sustainable Development Goals (SDGs) into language teaching. This gap is primarily due to the limited integration of SDGs within the language teaching process, which can be attributed to a lack of awareness and capacity among educators. Although there is a general awareness of the importance of quality education, this does not align with the recognition of the critical role of language teaching in achieving educational quality in Indonesia. To address this issue, efforts must be made to enhance educators' awareness and capabilities, and researchers need to collaborate to uncover and substantiate the importance of integrating SDGs into language teaching. Such integration can foster global awareness, critical thinking, inclusivity, and equality. Additionally, scientific publications should address SDG-related issues not only in terms of educational policy and management but also in the substantive content of teaching materials, including language instruction.

Compared to other studies, the findings of this research highlight a significant gap in the integration of SDGs into language teaching in Indonesia. Previous research in different contexts has shown a more robust integration of SDGs into various educational domains. For instance, studies conducted in Europe and North America often demonstrate a comprehensive approach to incorporating SDGs across curricula, including language education (Kwee & Dos Santos, 2022; Pedraja-Rejas et al., 2023; Ruyffelaert, 2022). These regions have implemented policies and practices that promote the inclusion of SDGs, thereby enhancing students' understanding of global issues through language learning. In contrast, the limited attention to SDGs in Indonesian language teaching underscores the need for increased awareness and capacity-building among educators. This disparity suggests that while the global educational community recognizes the importance of SDGs, their implementation varies significantly across different regions and educational systems.

This study has several limitations that must be acknowledged. First, the scope of the research was confined to articles published in SINTA 1 to 6 journals over a specific period (2021-2023), which may not fully capture all relevant research on the integration of SDGs into language teaching in Indonesia. Second, the study primarily relied on thematic analysis, which, while effective, may not provide a comprehensive understanding of the nuanced challenges and opportunities related to SDG integration in language education. Additionally, the study's focus on academic publications may overlook practical implementations and initiatives at the grassroots level that are not documented in scholarly articles. The research did not extensively

explore the specific barriers that educators face in integrating SDGs into language teaching, such as institutional constraints, resource limitations, or curriculum rigidity.

A pivotal finding of this research highlights the insufficient awareness among language educators at different levels regarding the integration of Sustainable Development Goals (SDGs) within language instruction. This issue is notably present in the pedagogy of both Indonesian and foreign languages, which leads to a scarcity of research in this domain. This deficiency indirectly influences the uneven implementation progress of SDG programs across various regions in Indonesia. The strategic incorporation of SDGs into language teaching commences with introducing the goals, objectives, and core agendas of the SDGs in universal development through descriptive and explanatory texts, tailored to the specific needs of language acquisition. Consequently, SDGs become a fundamental element of language learning materials, supported by diverse grammatical structures and language competencies.

Although the findings are significant, their applicability might be restricted beyond the Indonesian context due to the unique socio-cultural, economic, and educational environment of the country. Nonetheless, the study underscores the necessity for heightened awareness and capacity-building among educators, which is a universal recommendation pertinent to regions facing analogous challenges in integrating SDGs into education. Furthermore, the research advocates for enhanced collaboration between researchers and educators to emphasize the importance of SDGs in language teaching. This strategy can bolster the effectiveness of educational initiatives globally. Thus, while the specific findings may be context-specific, the broader implications and recommendations of this study are applicable to global educational practices striving to incorporate SDGs into language instruction.

This research reveals a critical gap in the awareness and integration of SDGs among language teachers, particularly within the Indonesian context. Addressing this gap through strategic educational approaches and international collaboration can significantly contribute to the global advancement of SDG-oriented education, making it a relevant and impactful endeavour worldwide.

Conclusion

Based on the analysis of 1701 articles from 42 SINTA 1 to 6 journals over the period 2021-2023, it was found that Indonesian researchers have not given due attention to the integration of SDGs into language teaching. This condition is attributed to the limited integration of SDGs in the language teaching process. The limited integration is primarily due to the lack of awareness and capacity among educators to achieve this goal. While there is an awareness of the importance of quality education, it does not align with the recognition of the significance of language teaching in achieving educational quality in Indonesia. Efforts to enhance educators' awareness and capabilities are necessary to support the achievement of quality education through language teaching. Furthermore, researchers need to collaborate to uncover scientific facts that substantiate the importance of studying the SDGs within the context of language teaching to achieve the desired quality education. Teaching SDGs through language education will foster global awareness, critical thinking, inclusivity, and equality. Scientific publications should address the issues related to SDGs, not only in terms of integration into educational policy and management but also in the substance of teaching materials, including language teaching.

ORCID

https://orcid.org/0000-0002-6486-7880

https://orcid.org/0000-0002-2402-2795

https://orcid.org/0009-0005-9664-6061

https://orcid.org/0009-0006-5226-1001

Ethics Declarations

Competing Interests

No, there are no conflicting interests.

Rights and Permissions

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