

## HARMONY OF THE PHILOSOPHICAL FOUNDATION OF TEXTBOOKS AND THE 2013 ENGLISH CURRICULUM

by

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### Abstract:

*Philosophy is one of the most important fundamental aspects in developing the 2013 curriculum to determine teaching and learning objectives and processes. Accordingly, textbooks should represent curriculum ideas. It must be developed in line with the philosophical foundation of the curriculum. It is to realize the objectives of teaching and learning that emphasize critical thinking and student character development. This study aimed to reveal the philosophical foundations of LKS (Lembar Kerja Siswa) in English ninth grade and its compatibility with the 2013 curriculum. LKS is an exercise guide for developing cognitive aspects and all learning aspects in the form of an experimental or demonstration guide. This study used inferential content analysis on six units of LKS-English in ninth grade, semester one, publisher by CV. Library Pillar. It examined six philosophical foundations in LKS-English of ninth grade: existentialism, essentialism, perennials, humanism, social reconstruction, and progressivism. It also examines six philosophical foundations in the 2013 curriculum, including essentialism, perennials, humanism, social reconstruction, progressivism, and idealism. So, there is a harmony between the philosophical foundation of the LKS-English of ninth grade and the 2013 Curriculum. The LKS-English and the 2013 curriculum focus on developing students' character and 21st-century skills, such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.*

**Keywords:** *English textbook; philosophical; the 2013 curriculum*

## INTRODUCTION

Language is central to intellectual, social interaction, and emotional or state-of-mind development (Gingell & Winch, 2008); Kroon, 2018; Jalaludin & Abdullah Idi, 2011). It is a key determinant of success in learning all studies. The language curriculum, especially English,

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prepares students to be competent in reflecting on their own experiences, expressing ideas and feelings, and understanding the diversity of meanings in communicating. Language is expected to help students to know themselves, their culture, and other cultures. It is expressing ideas and feelings, participating in society, making responsible decisions on a personal and social level, discovering, and using their analytical and imaginative abilities. To achieve English language competence, the curriculum should be based on the theoretical and practical rationales that underline the competency standards, basic competencies, and indicators (Jalaludin & Abdullah Idi, 2011b). Besides, in development, it must pay attention to various aspects, including the philosophy of education (Pixler, 1992);(Bahri, 2017); (Noddings, 2012). It is because the curriculum is a reference in creating textbook materials. Textbooks, according to curriculum standards, can facilitate teachers and students in achieving learning targets and make it easier for students to develop and enhance their language skills. In addition, several aspects must be aligned in preparing textbook material, including a philosophical foundation.

The philosophical foundation is one of curriculum development's most important fundamental aspects. (Megawati & Zuchdy, 2020) agree that the philosophical foundation of the curriculum should be compatible with the textbooks to achieve educational goals. In curriculum development, the philosophical foundation determines learning objectives and how the learning process is carried out (Ornstein & Levine, 2008); (Bahri, 2017). (Gingell & Winch, 2008) states that the curriculum is a plan for implementing educational goals because it can vary widely and is expressed in different terms, e.g., articulation of knowledge, development of autonomy, preparation for adult life, and because each term may retain different interpretations. The curriculum is essential in education implementation in which there is an explanation of the vision, mission, and goals of learning (Bahri, 2017); (Jalaludin & Abdullah Idi, 2011). Development must consider various aspects, including philosophical, historical, psychological, sociocultural, science, and technology (Pixler, 1992); (Bahri, 2017); (Noddings, 2012). This article only discusses one of the four aspects: the philosophical aspect. The philosophy of education is a close study of education's goals, natures, and ideal content (Tan, 2006); (Sadovnik et al., 2017). In curriculum development, the philosophical foundation serves to determine learning objectives and how the learning process is carried out. The philosophical foundation is constructed using various philosophies of education (such as extensionalism, perennials, humanism, progressivism, social reconstruction, and idealism) in an eclectic manner

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to compromise further and accommodate various interests related to education (Hanif, 1970a).

Philosophically, the 2013 curriculum is developed to address the challenges of the 21<sup>st</sup> century. The 2013 curriculum accommodates 21<sup>st</sup>-century skills by emphasizing critical thinking, the ability to adapt to the dynamic environment (both physical and social), and character development following the nation's culture (Hanif, 1970b). Thus, implementing the curriculum must teach the language skills that prepare students for the 21<sup>st</sup>-century competition. Based on (Trilling & Fadel, 2010), the essential skills that should be taught are those that lead to lifelong learning and creative work, including critical thinking and problem solving, communication and collaboration, creativity, and innovation. To reach students with 'critical thinking and problem-solving skills, students must be able to use various types of reasoning (deductive or inductive) according to the situation, be able to use systematic thinking, and be able to solve problems conventionally and innovatively. Then, to reach students with communication and collaboration skills, students must be able to communicate clearly through speaking and writing skills, work in diverse teams, and take responsibility together. Finally, it is. The students must be able to think and work creatively to reach their creativity and innovation skills. They must create innovations and think innovatively by collaborating with adaptability, leadership, collaboration, and interpersonal skills. This ability will encourage the development of the student's communication and collaboration skills with different linguistic and cultural backgrounds.

The curriculum should be a reference in preparing teaching materials, especially materials in the LKS (*Lembar Kerja Siswa*) in English. LKS-English is the primary source of teaching materials besides English Language books from the Ministry of Education and Culture. Based on the philosophical side of the 2013 curriculum, LKS-English should be structured on philosophical harmony and accommodation to 21<sup>st</sup>-century abilities. However, in the prior study conducted by (Dilla et al., 2017), it is showed that within materials for Senior High School published by The Ministry of Education and Culture 2014, there is an imbalance of language skills in four aspects, namely material, linguistics, presentation materials, and illustrations.

It is crucial to encourage the teachers to pay attention to the material in the textbook, especially the LKS-English, which fulfills the harmonious elements between the philosophical foundation in the LKS-English and the philosophical basis of the 2013 curriculum. The six elements of the philosophical foundation are extensionalism, perennials, humanism,

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progressivism, social reconstruction, and idealism (Hanif, 1970); (Jalaludin & Abdullah Idi, 2011). Therefore, this research is very urgent to be carried out to provide some examples and clear descriptions to teachers in preparing learning materials that contain harmony between basic philosophy in LKS-English and the 2013 curriculum. As a result, students will acquire, practice, and develop balanced propositions to 21st-century skills, including critical thinking, the ability to adapt to the dynamic environment (both physical and social), and character development following the nation's culture. If students can develop some of these skills, then they will be able to compete and survive in the 21st-century era.

Many other studies also have been carried out related to textbook analysis, such as a study conducted by (Akbar, 2016) that analyzed textbooks based on the relevance of textbooks to essential competencies, competency standards, the accuracy of materials, and impressionistic and psychomotor aspects. Another study by (Aryani, 2016) revealed the quality of textbooks from physical aspects such as writing and the suitability of the material. In addition, textbook analysis based on the relevance of the textbook to philosophical aspects was carried out by (Hanif, 1970). These studies emphasize the analysis of learning materials seen from various aspects of supporting materials only, especially in the textbook from the Ministry of Education and Culture. The studies have yet to investigate the philosophical harmony and accommodation of 21st-century abilities as basic aspects of the LKS-English that is prepared according to the curriculum.

Therefore, this study focused on design analysis by looking at the philosophical foundation of LKS-English for nine grades, semester one by CV. Pilar Pustaka with a philosophical foundation in the 2013 curriculum. This study was expected to provide an overview of the harmony of the philosophical foundation in the LKS-English with the philosophical foundation in the 2013 curriculum. The six elements of the philosophical foundation are extensionalism, perennials, humanism, progressivism, social reconstruction, and idealism. Therefore, it is fascinating to reveal whether this LKS-English has a harmony of the philosophical foundation related to the philosophical foundation of the 2013 curriculum or not.

So the research question is “ *what is the philosophical foundation of LKS-English for nine grades, semester one by CV. Pilar Pustaka with a philosophical foundation in the 2013 curriculum?* “

## METHOD

### *Design*

This research is a survey review on qualitative data (Tomlinson & Masuhara, 2013). It relies on content analysis. The technique's purpose was to interpret a set of materials showing the characteristics of a particular philosophical education, e.g., existentialism, essentialism, perennialism, humanism, social reconstruction, and progressivism) to produce the findings that were used to make inferences. This study technique is in line with (Ornstein & Hunkins, 2018) theory, in which the technique starts with data making, sampling, recording, data reduction, inference, and data analysis.

### *Subject*

The research object was LKS-English for ninth grade, semester one, published by CV. Library Pillar in 2020. The samples used in this study are all units in the LKS-English of ninth grade (the first to sixth unit). The material in this LKS-English is presented following the core and essential competencies determined in the 2013 curriculum. The material in this LKS-English discusses the expression of hope and congratulation, expression of purpose and agreement, labels text, procedural text, continuous tense, stating and asking about the action that happened in the past without specific time. This LKS-English also tries to develop and improve students' English skills with various competency tests.

### *Data Collecting Technique*

In the data collection stage, the researchers determined the units to be analyzed based on physical units (the distribution of the material in books) and referential units (sentences used in textbooks), which included command sentences, temporal sequences, and implied messages. Furthermore, the first stage is selecting the units used to be examined. The second stage is sampling which uses the textbook covering all units in the LKS-English of ninth grade (the first to sixth unit). The third stage is to record and categorize the data based on the six philosophical foundations, including essentialism, perennials, humanism, social reconstruction, progressivism, and idealism. The fourth stage is eliminating the data irrelevant to the study's purpose. The fifth stage is analyzing the data that has been selected based on the theory by (Ornstein & Hunkins, 2018). Furthermore, the research's object was LKS-English for ninth grade,

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semester one, publisher by CV. Library Pillar. In general, this LKS-English is used as teaching material by English teachers at a Junior High School in the suburbs of Pasuruan.

### ***Data Analysis Technique***

The researchers recorded the data and categorized the data. The researcher also conducted data reduction by eliminating data that were not relevant to the research. Then the researcher made inferences using linguistic and communication views. The researcher analyzed the data using attributions analysis (Ornstein & Hunkins, 2018). On the other hand all refenced sources cited in both in-text and list of references employ online outomatic model called Mendeley Cite (Turmudi, 2020,p.59).

## **RESULT AND DISCUSSION**

### ***Result***

Based on the results of data analysis that has been carried out, it was found that the material was presented in a structured manner, starting from the introduction to the material, observing activities, questioning activities, exploring activities, association activities, communicating activities, individual tasks, group tasks, remedial, and enrichments. The material was divided into six chapters, one mid-semester test, and one final semester test. Enrichment activities were divided into four activities, including listening, speaking, reading, and writing. Then, the material presented reflects the learning process in the classroom, which was coherent, starting from activities that involve one skill to several elaborated skills. At last, it was found that the material presented was related to daily life, which has character values and skills in the 21<sup>st</sup> century, such as critical thinking skills and problem-solving, communication and collaboration, and creativity and innovation.

Based on the findings, it could be inferred that LKS-English of ninth grade is compiled based on several eclectic philosophical foundations, including existentialism, essentialism, perennialism, humanism, social reconstruction, and progressivism. These streams can be identified through the characteristics implied in each material presented in the book, including:

#### ***1) Existentialism***

In the LKS-English of ninth grade, the philosophy of existentialism showed the types of

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activities that gave students the freedom to choose topics to be discussed. Figure 1 is an example of an activity that gives students freedom in learning, developing critical thinking and problem-solving skills, and communication and collaboration.

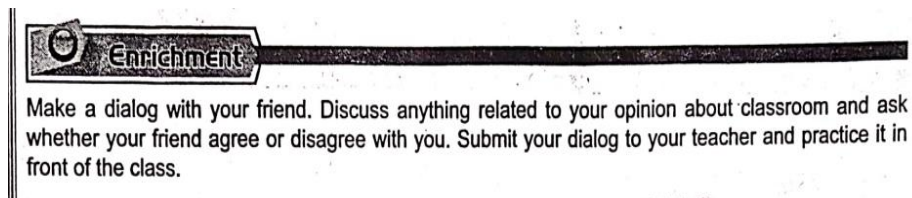


Figure 1. Examples of activities that reflect the philosophy of existentialism

The challenge for the team involved in the enrichment activity was to use their critical thinking skills and the ability to analyze, interpret, evaluate, summarize, and synthesize all this information. It is also challenging to apply the results to solving an urgent problem: get other students to overcome their friend's confusion by creating ideas, providing reasonable solutions to problems, and daring to make choices. Creating, applying, remembering, analyzing, understanding, and evaluating can all be used together in rich and well-designed learning activities and projects to increase the effectiveness and longevity of learning outcomes.

## 2) Essentialism

Based on the materials in the LKS-English of ninth grade are presented by the oral and written texts that contain morals. Students are not only required to read the text but also must be able to analyze and respond to moral values. The inculcation of these moral values would be deep in the students' minds. In addition, students must be able to express or show attitudes towards these values to other students or teachers. The purpose was to develop the student's academic and moral knowledge, which should be the essential things mature adults need to know to be productive members of society. Figure 2 is an example of an activity that contained traditional moral values that were implicitly inserted.

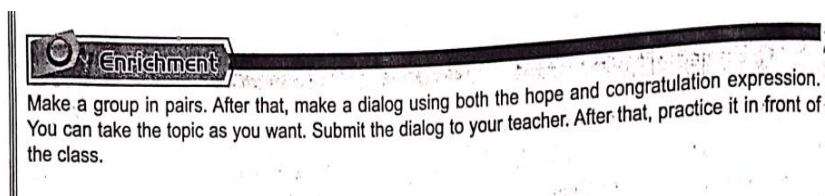


Figure 2. Examples of activities that reflect the philosophy of essentialism

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### 3) **Perennialism**

The perennialism viewed the situation in the world as full of chaos, and uncertainty, especially in moral, intellectual, and sociocultural life, so it was necessary to restore the truth of universal values through education. In the LKS-English of ninth grade, these values are presented in the form of written text, such as how to give congratulations and stories about the families in which there were some intellectual and kind figures. Through reading activities, students can comprehend and catch moral values. In addition, students must behave towards the values conveyed and develop student's intellectual powers.

### 4) **Humanism**

The philosophy of humanism views education that emphasizes students as the main actors who interpret their learning experiences and the positive development of self-potentials. The process that takes place is learning, not teaching (Riyanton, 2015a). It is apparent in the LKS-English of ninth grade that students have a central role in learning, starting from being given the freedom to express ideas and choosing learning activities in and outside the classroom and many activities based on the discussion and work in partnership. It meant the activities allowed the students to be central learners and the teachers to act more as facilitators. With these choices, students can freely choose activities that suit their potential positively. It puts students as human beings with the potential to choose and are responsible for their choices. Figure 3 is an example of an activity that provided flexibility for students to develop their respective potentials.

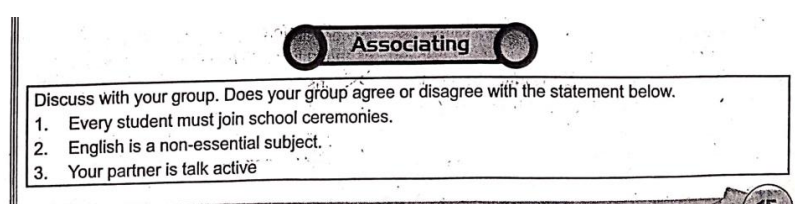


Figure 3. Examples of activities that reflect the philosophy of humanism

### 5) **Reconstructionism**

In the philosophy of social reconstruction, education is a joint activity, interaction, and collaboration between students and teachers, between students and the environment, and among other learning resources. The aim was to be able to solve personal and social problems in order to create a new society that was more stable. The LKS-English is arranged based on the

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philosophy of social reconstruction. It can be seen in activities that prioritize group work and present topics about everyday life that need to be analyzed, understood, and given solutions. Figure 4 shows the activities that represented the philosophy of social reconstruction. It showed several sequences of activities in observing, questioning, exploring, associating, and communicating that have an impact on students to be aware of social, economic, health, and educational problems, such as making mistakes to friends, dropping out from school, and experiencing illness, equipped with the necessary skills.

**Observing**  
Find a label text of food from any sources. Then, observe its content and purpose carefully.

**Questioning**  
Ask your friend to explain about generic structure and language function of label text. Take a note in a piece of paper.

**Eksplorng**  
Find a label text of food and identify the name of the product and the description of the product.

**WRITING**  
**Task 5**  
Find a food label and a drink label and write its content in the following table.

Food label	
The Contens/Ingredients	The Amount or Size

Drink label	
The Contens/Ingredients	The Amount or Size

**Associating**  
Write the content or amount of the product in the package of label food on a piece of paper. Make sure you know the meaning of every word. Write it in a piece of paper.

**Communicating**  
Go out and find at least two labels of foods and drinks. Identify the nutrition fact. Then, present orally in front of the class.

Figure 4. Examples of activities that reflect the philosophy of social reconstruction

6) **Progressivism**

LKS-English of ninth grade is based on the philosophy of progressivism, which presents the materials related to everyday life situations, and the student's task is to stimulate problem-

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solving. It was found that in the students' discussion activities, they were required to take action as a solution. This activity provides the student's skills and attitudes to participate in democracy. Students need the wherewithal to interact with an environment that is constantly changing. Through discussion, they are trained to solve problems. Problem-solving skills are essential for individuals to deal with their personal and social problems.

The LKS-English of ninth grade is structured comprehensively and eclectically based on the philosophy of education described above. The composition of the textbooks is arranged coherently and does not overlap. Education philosophy's coherence strengthened this textbook by equipping students to develop thinking and problem-solving, communication and collaboration, and creative and innovative skills. Furthermore, based on the results of the previous analysis and discussion, the study found a harmony of the philosophical foundation between the LKS-English of ninth grade and the 2013 curriculum. The philosophies adopted in preparing the curriculum include perennialism, essentialism, humanism, progressivism, social reconstruction, and idealism. The study also found that in the LKS-English of ninth grade, several philosophies were found, including existentialism, essentialism, perennialism, humanism, social reconstruction, and progressivism. However, in this textbook, the unfounded idealism of philosophy.

### ***Discussion***

It is essential to conclude the harmony of the philosophical foundation of the 2013 curriculum in the LKS-English. The philosophies commonly adopted in preparing the curriculum design include perennials, essentialism, humanism, progressivism, social reconstruction, and idealism. The first finding related to the existentialism philosophy is that education should emphasize personal reflection on own commitments and choices so that education can build a whole human being in reasoning and feeling. An example of existentialist learning is a moral education lesson where teachers let students discuss related topics or problem-solving. Based on the finding, the freedom to choose topics to be discussed in the LKS-English of ninth graders involved critical thinking and communication skills. Students are required to be able to express ideas based on the experiences they have gained so far. These activities allow students to develop themselves, especially in reasoning and feeling. These activities are part of achieving 21st-century skills, especially critical thinking.

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Furthermore, to improve their critical skills, students could increase their language skills by choosing the kind of activities, such as reading, listening, speaking, or writing. Students could engage in several discussions to generate ideas, solve problems, and critique. As stated by (Ornstein & Hunkins, 2018), in existentialism philosophy, activity related to the discussion helps attract students' attention to the problems, challenges, dilemmas, and problems humans face, so they can think about solving problems. In existentialism philosophy, several activities allow students to express their choices creatively through dialogue, drawing, and creative writing. Therefore, a teacher should create learning environments in which teachers and students are free to reflect, ask questions, and engage in philosophical dialogue about moral issues and choices in life. Real-life examples of struggles individuals face can be introduced through various means such as literature, short film, and music (Tan, 2006); (Ornstein & Levine, 2008). In brief, The LKS-English that contained existentialism philosophy involved the experiences and subjects which allowed students' freedom, and it encouraged students' moral stand and take responsibility.

Essentialists rooted in idealism and realism argue that the body and mind are important in education. Thus, core knowledge and skills are essential for a prosperous society, as the necessary abilities enable individuals to become economically productive members of society. The essentialism philosophy is to transmit cultural and historical heritage to students with appropriate skills, attitudes, and values. Furthermore, in essentialism philosophy, teachers must provide space for students to develop clear and logical communication skills. Based on the third finding, the LKS-English of ninth graders concluded that some stories implicitly inserted a good traditional moral value. By reading the story, students can think and apply good moral values. As (Megawati & Zuchdy, 2020) stated in their previous study, textbooks, including philosophical foundations (such as essentialism), can facilitate achieving the 2013 curriculum goals. One of the achievements is to produce students with good character. However, teachers could use materials containing social life and moral values in LKS-English to maintain discipline, order, and control in the classroom. (Pixler, 1992), (Tan, 2006), and (Gingell & Winch, 2008) also stated that teachers could teach the subject systematically and coherently, focusing on essential facts to learn. It means that teachers set high academic standards for their students and were proficient in setting appropriate standardized tests to assess student competence so that students can apply moral values and behave according to local culture. (Rahayu Nita & Purwati, 2021) and (Ornstein

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& Hunkins, 2018) also believe that existentialism allows individuals to act on their terms because they have their interests. Thus, students can choose, define themselves and act freely. Students are allowed to choose what they want to study. In brief, the student's attitude development is significant in education, so the essentialism activities in the LKS-English facilitator to transmit cultural and historical heritage to students with appropriate skills, attitudes, and values.

Related to the third finding was perennial philosophy. In this philosophy, education is to improve humans within the framework of valid universal values that are not bound by space and time. It can be done by helping students to discover and interweave these universal values in their lives. Besides, perennial philosophy also includes human rationality. We saw the situation in the world as full of chaos, and uncertainty, especially in moral, intellectual, and sociocultural life, so it was necessary to restore the truth of universal values through education. Therefore, the educational purpose was to help students understand universal and enduring ideas and values. The focus is on the knowledge that is enduring ideas. Based on the finding, some values are presented in written text, such as how to give congratulations. By reading activities, students can comprehend and catch the moral values of giving congratulations. In addition, students must behave towards the values conveyed and develop students intellectual powers. (Ornstein & Hunkins, 2018) also suggested that students must understand the underlying ideas and enduring human concerns in all subjects in an integrated manner. Besides, the teacher should teach texts in LKS-English by highlighting timeless themes of love, passion, and conflict in characters. The teacher will be able to demonstrate a love for literature and be eager to share his views on issues of concern to all humanity throughout history. In brief, perennial philosophy allowed students to develop good human rationality and respect in social relationships.

Related to humanism philosophy, philosophers of humanism consider cognitive or intellectual development as necessary as students' effectiveness, which must be developed. It is also the most critical aspect of education. It means that the humanism philosophy is oriented toward human development, emphasizing human and cultural values in education. The implementation of the humanism philosophy can be seen in how the teacher gives students freedom in thinking and acting about learning materials following human principles. It also can be seen in this study's findings. Some tasks allowed students to choose what they wanted in the group discussion. They should be able to explain the reason for choosing it and disagree with other options in the group discussion. The students were free to share, communicate, and

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collaborate on their ideas in the group discussion. In discussion, every student would be able to emphasize human and cultural values, such as respect and accepting other opinions. This activity is in line with (Riyanton, 2015) statement that education should focus on the whole person's development and emphasize their active participation in the social world. Besides, (Vinten, 2006), (Ornstein & Levine, 2008), (Ornstein & Levine, 2008), and (Bahri, 2017) suggested that in a humanist learning method, the teacher must optimize all students' potential to express their free based on human and cultural values. As a result, they would be able to think critically and develop their abilities in skills and attitudes. In brief, humanism philosophy allows students as human (the highest subject) to freely express their thoughts and improve their abilities and potential so they can adapt and survive in the social environment.

Furthermore, reconstructionism or social reconstructionism has its roots in Pragmatism. Progressives believe students should be empowered to solve personal and social problems (Tan, 2006); (Gingell & Winch, 2008). In this philosophy, students have the skills necessary to solve problems. Students also are punished for creating a new world order—examples of creating problem-solving are also found in the LKS-English of ninth graders. There were several activities in observing, questioning, exploring, associating, and communicating. Students would be able to observe the phenomenon or some text to get information. Next, they discussed solving the problem and creating new things for improvement. These activities impact students' awareness of social, economic, health, and educational problems. It means students have practiced and developed 21st-century skills, including emphasizing critical thinking, the ability to adapt to the dynamic environment, and character development following the nation's culture. (Pixler, 1992)) and (Ornstein & Hunkins, 2018) also confirmed mastery of those skills. Reconstructionism activities made students aware of making mistakes with friends, dropping out of school, and experiencing illness, equipped with the necessary skills. In addition, the teacher motivates students to investigate problems and provide alternatives. Teachers also encourage their students to be actively involved in community projects. It could solve problems and create new expectations. In brief, the social reconstructionism philosophy cultivates a planning attitude in teachers and students, enrolling them in social, educational, political, and economic change as a means of total cultural renewal.

At last, philosophy was related to progressivism. The philosophy of progressivism emphasizes problem-solving. It also prioritized integrating social problems with models while

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doing problem-solving methods. As a result, education provides students with opportunities to learn independently and learn through experience. It can be seen from the finding that LKS-English of ninth graders has been presented the materials related to everyday life situations, and the student's task is to stimulate problem-solving. There were students discussing activities the students were required to act as a solution. It means this activity provides progression to solve the problem dealing with personal and social problems. As stated by (Ornstein & Hunkins, 2018), philosophical of progressivism allowed students as the center of learning because they were required to work collaboratively in solving problems. It means the teacher is a facilitator and motivator. Besides, teachers can introduce project topics related to the environment or invite speakers from ward groups to the school (Blair, 1952); (Vinten, 2006). As a result, students are encouraged to take the initiative in researching topics and presenting projects creatively, with the teacher acting as a resource facilitator. The democratic system is maintained as long as students work collaboratively in groups, share ideas, and resolve differences through dialogue and guidance from the teacher. In brief, philosophical of progressivism allowed students at the center of learning to be empowered to solve personal and social problems.

## CONCLUSION AND IMPLICATION

### *Conclusion*

In summary, the most important finding from this study is the harmony of the philosophical foundation of the 2013 curriculum with the LKS-English of ninth grade. The philosophies adopted in preparing the curriculum include perennials, essentialism, humanism, progressivism, social reconstruction, and idealism. The study also found that in the LKS-English of ninth grade, several philosophies were found. Including existentialism, essentialism, perennialism, humanism, social reconstruction, and progressivism. However, in this textbook, it was not found any proof of the idealism of philosophy. This difference is consistent between the curriculum and the textbook. The 2013 curriculum and the textbook prioritized students as the primary role in learning, emphasized the students' character development, and increased the students' skills that were the demands of the 21st century, namely critical thinking and problem solving, communication and collaboration, as well as being creative and innovative.

The alignment is necessary to realize the educational goals in Indonesia. The 2013 curriculum emphasizes the student's critical thinking and character development. The

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development of these skills is already included in the LKS-English of ninth grade, in which the students are encouraged to develop critical thinking and problem solving, communication and collaboration, and creative and innovative skills. So, students can develop their ideas and groups, do long-term work using ideas, develop the ability to contribute to knowledge creation, and appreciate their role in society. In the realm of language, culture, and global society, students can understand, work, and relate to achieving harmony. As a result, the students can prepare for the 21st-century competition.

### ***Limitation***

This study provides an overview of how the English textbook, primarily LKS-English, was structured by adapting the philosophical foundation of a curriculum, including extensionalism, perennialism, humanism, progressivism, social reconstruction, and idealism so that learning objectives are achieved in harmony.

### ***Implication***

This study would like to provide two recommendations. First, the author of the English textbook, especially LKS-English, suggested structuring the LKS-English based on the harmony of the philosophical foundation between the LKS-English and the 2013 curriculum. The philosophies adopted in the preparation include perennialism, essentialism, humanism, progressivism, social reconstruction, and idealism. It should be accommodated to 21st-century abilities. Second, the teacher must be selective of several LKS-English used as a reference for teaching in class. The teacher must choose LKS-English that is structured the LKS-English based on the harmony of the philosophical foundation between the LKS-English and the 2013 curriculum. So, students quickly develop the character and language skills demanded of the 21st century, namely critical thinking and problem-solving, communication and collaboration, and creativity and innovation.

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