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**Utilizing Outstanding Universal Values of *Subak*  
to Design a Green Textbook for English Learning  
(A Preliminary Study)**

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**Abstract.** This study attempts to identify the potential of utilizing the Outstanding Universal Values (OUVs) of *Subak* through a qualitative study involving teachers and students in primary and secondary education. In-depth interviews and focus group discussions were conducted to dig deeper into the individual perception and group understanding of the use of OUVs to be part of the teaching materials and to design recontextualization of English learning, particularly in Bali. The results showed that both teachers and students demonstrate a positive attitude toward the possibility of designing recontextualization of the *subak*'s OUVs in English teaching and learning. Several teaching materials are proposed, namely environmental vocabulary, a part of speech that students can use to describe the environment, farming, and the beautiful scenery of the natural surroundings. Meanwhile, the learning activities considered contextual and authentic are speaking, writing, reading, and listening, with specific topics like describing the places of interest in the students' village, farming activities, and the practical role of Lake Batur as the supreme water source of *subak* in Bali by conducting fieldwork to the lake. The perspectives and expectations of the students were in line with the teachers' views. From the student's perspective, they felt that the OUVs are important aspects to be utilized in learning English. The results of the investigation may also be beneficial to demonstrate how the design of a green textbook may be potentially realized in Indonesian education.

**Keywords:** Outstanding Universal Values - *Subak* - Green Textbook - English Learning

### 1 Introduction

The intention of Indonesia to become a modern nation by inheriting the identity of Nusantara (the archipelago) is difficult to achieve if national education only mainstreams modern science, which tends to be exploitative, competitive, individualistic, and more oriented toward European culture [1, 2]. Recontextualization must be initiated to create an excellent generation who has a global perspective but is also able to show an identity that reflects the values of local wisdom. The younger generation must be taken close to

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*by I Gusti Agung Sri Rwa Jayantini*

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# 2 Utilizing Outstanding Universal Values of *Subak* to Design a Green Textbook for English Learning (A Preliminary Study)

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**Abstract.** This study attempts to identify the potential of utilizing the Outstanding Universal Values (OUVs) of *Subak* through a qualitative study involving teachers and students in primary and secondary education. In-depth interviews and focus group discussions were conducted to dig deeper into the individual perception and group understanding of the use of OUVs to be part of the teaching materials and to design recontextualization of English learning, particularly in Bali. The results showed that both teachers and students demonstrate a positive attitude toward the possibility of designing recontextualization of the *subak*'s OUVs in English teaching and learning. Several teaching materials are proposed, namely environmental vocabulary, a part of speech that students can use to describe the environment, farming, and the beautiful scenery of the natural surroundings. Meanwhile, the learning activities considered contextual and authentic are speaking, writing, reading, and listening, with specific topics like describing the places of interest in the students' village, farming activities, and the practical role of Lake Batur as the supreme water source of *subak* in Bali by conducting fieldwork to the lake. The perspectives and expectations of the students were in line with the teachers' views. From the student's perspective, they felt that the OUVs are important aspects to be utilized in learning English. The results of the investigation may also be beneficial to demonstrate how the design of a green textbook may be potentially realized in Indonesian education.

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## 1 Introduction

The intention of Indonesia to become a modern nation by inheriting the identity of Nusantara (the archipelago) is difficult to achieve if national education only mainstreams modern science, which tends to be exploitative, competitive, individualistic, and more oriented toward European culture [1, 2]. Recontextualization must be initiated to create an excellent generation who has a global perspective but is also able to show an identity that reflects the values of local wisdom. The younger generation must be taken close to

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the cultural heritage of their ancestors as the source of inspiration in building the future [3–5].

In the Indonesian context, the local values are the cultural capital that helps the teaching and learning more authentic because they contain moral teachings that are part of both teachers' and students' lives. Foreign language learning like English is no exception. Learning English as a foreign language is expected to be contextual and reflect not only the foreign culture whose language is being learned but also local wisdom that is rich in good values to support foreign language learning [6–8].

In Bali, one important cultural capital that potentially evokes environmental and cultural awareness is *subak*. As a World Cultural Heritage, the irrigation system in Bali, which is widely known as *subak*, not only plays a significant role in agriculture but also has a strong connection with the Balinese people's life, ritual, and existence since the values of *subak* share the manifestation of Tri Hita Karana philosophy [9, 10]. The life of the Balinese people with *subak* as their Outstanding Universal Values teaches the world about the perfect order [9] implies respecting the three relationships to make a balanced life, namely the relationship between man and God known as Parahyangan, the relationship between humans and nature called Palemahan, and the relationship between humans with each other that is recognized as Pawongan [11–14].

The integration of *Subak* cultural values has been carried out within the framework of education, where past values are inherited with a modern approach [10, 15, 16]. Through the approach of integrating environmental issues into learning, the natural potential is explored and appreciated through language learning. It is a way to explore local values in each region of Indonesia [17]. Furthermore, identification can be done, for example, through the investigation of local wisdom and uniqueness living in the natural surroundings. In this way, the threat of tradition extinction can be prevented by upholding the concern for the outstanding values existing in Indonesia [18] and [19], one of which is the integration of *subak* outstanding universal values in language learning.

A large number of studies have been conducted to reveal the *subak* values [3, 20, 21]. As for a design of a study to form character building, the Outstanding Universal Values of *subak* have been explored by many researchers [16, 22]. Concerning the previous studies' findings on the discussion of *subak*, however, not many researchers investigated the potential of *subak* to be used to contribute to the establishment of contextual learning and the design of green textbooks for a better atmosphere in language learning [23], particularly English as a Foreign Language (EFL). Recontextualization in this study is expected to contribute to forming good characters with local insights that can be reflected through the learning process [24, 25]. Thus, this study aims to explore teachers' and students' perceptions of the Outstanding Universal Values (OUVs) of *Subak*. Their involvement can be used to map the method of recontextualizing English learning. The exploration is expected to contribute to the mapping of what will be included in bringing a green atmosphere to learning English.

## 2 Methods

The establishment of contextual learning in English for Foreign Language (EFL) classrooms may be started with the identification of the EcoLexicons that include the enrichment of environment-related vocabulary. This can be an early step towards outlining

the local values that are brought implicitly or explicitly into the teachers' and students' activities. That way, learning English is expected to contribute to education for sustainable development aimed at increasing environmental awareness and maintaining local cultural values through the identification of the outstanding values of the *subak* landscape.

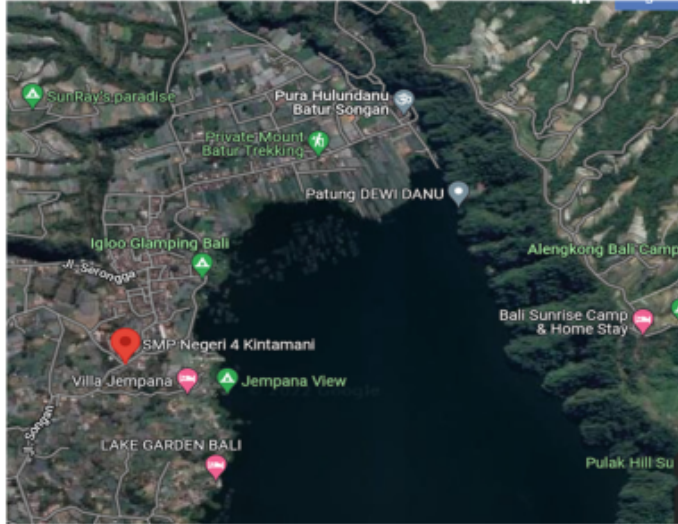
## 2.1 Design

This study applied a qualitative approach to mapping individual perception and group understanding. The research is three-year research that is intended to design a learning model of recontextualization in English learning that intends to include *subak* as the Balinese local values to be part of English learning. It belongs to social humanities research in the context of strengthening social culture and education. The provision of the method produced through this research is dedicated to raising the local values and environmental awareness of the younger generation of Indonesia who is learning English at the basic level. It is expected that the young learners can be equipped with the OUVs, which are integrated with the development of linguistic skills.

In the first phase of the research, the Kintamani area was chosen as the site where the research begins. Kintamani is a sub-district in Bangli Regency, Bali Province that is very popular for its natural, scenic tourist destinations. The study was conducted in the surrounding area of the Supreme Water Temple, Pura Ulun Danu Batur. The temple is bordered by the Caldera valley (with Mount Batur and Lake Batur at the bottom, surrounded by a large population, and a highway that connects two districts in Bali, namely Bangli and Buleleng. Specifically, the results elaborated in this paper are based on the preliminary study that has been conducted in one junior high school located in Songan B Village, Kintamani sub-district. The location of this research is in Songan village, which is situated close to Lake Batur, forest, and rural areas, so it becomes significant to investigate the potential of implementing the recontextualization of English learning based on *subak*'s Outstanding Universal Values (Fig. 1).

### 2.1.1 Participants

This study involved three teachers and ten students from a junior high school in Songan B village, Kintamani sub-district. The involvement of students is important so that synergies occur in the development of learning methods, especially those that will later be applied in English teaching and learning activities. The research is worthwhile to dig deeper into the student's and teachers' knowledge. The understanding and expectations were identified to provide data to be qualitatively analyzed in the identification of local wisdom values as represented in the *subak* cultural landscape. The learning design is sourced from local wisdom represented in the outstanding values of the *subak* landscape. The collaboration of lecturers and students to gain the data is realized to design a recontextualization of learning that aims to improve English language skills as the world's lingua franca and maintain the value of local wisdom as well as the identity of the Indonesian nation. Taking into consideration that the targets to improve language skills are not combined with the integration of environmental issues in learning English, this research is urgently carried out.



**Fig. 1.** Research Site for the Preliminary Study (Source: Google)

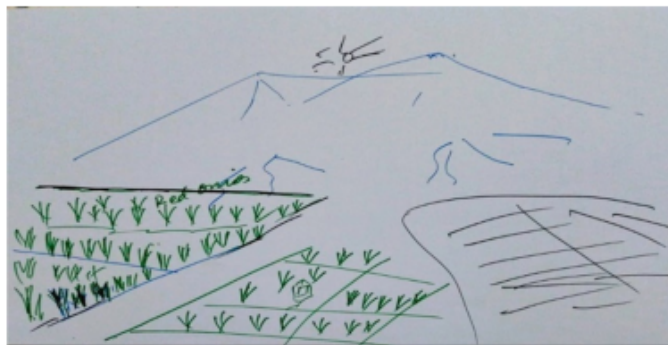


**Fig. 2.** Data collection involving the Junior High School students (Photo: Research Team)

### 2.1.2 Data Collection

The data in this study were derived from interviews and focus group discussions with English teachers and students who were asked about their perspectives on the potential use of *subak* with its outstanding values in English learning. The interview guide is made to get focus on answers. The questions can be developed following the responses from the interviewees without leaving the guidance and instructions on the interview sheet. The keywords are carefully noted down. In addition to interviews, students and teachers were also asked to express their ideas by drawing pictures and mentioning words related to their surroundings because this is closely related to *subak*. After that, a Focus Group Discussion (FGD) was held by asking teachers and students to express what they had done in learning English and the hopes that later would be realized to make learning more contextual based on the extraordinary values of the *subak* cultural landscape.

The data were gathered by conducting in-depth interviews with junior high school students and teachers about their perceptions and expectations. From the beginning, topics were set, leading to two main categories, namely the content of textbooks and teaching activities. The information extracted from the teacher was the list of potential teaching materials used as references to increase students' awareness of the surrounding



**Fig. 3.** Teacher' picture promoting shallot farming as the potential crop of the village (Photo: Research Team)

environment. In addition, teachers are also asked to mention experiences that have been carried out related to creating a learning atmosphere by taking into consideration the environmental, cultural, and *subak* issues in learning English. Meanwhile, students are asked to name five to ten related English words. They also draw landscapes and the surrounding environment related to the nearby nature so that it is easy for the students to imagine things surrounding them. This is shown in Fig. 2.

### 2.1.3 Data Analysis

The collected data were analyzed in a three-stage qualitative data analysis [26]. The mapping of students' perceptions and participation in learning English is needed to understand the atmosphere of learning English, which, in this study, is explored to make learning contribute to students' improvement in covering language skills and concern for local wisdom. The analysis involved qualitative analysis steps, including data display that refers to the comprehension of the topic. The interpretation is given to the pictures drawn by the teachers and students under study, as represented in Figs. 3 and Fig. 4.

The teacher's drawing in Fig. 3 is included in the data analysis. One of the teachers drew the mountain and the village's shallot farming, which is mentioned in his picture and description as "red onion". Observing the picture is part of the data analysis. In analyzing the data, three activities were conducted, i.e., data condensation, data display, and verifying and drawing conclusions. First, data condensation includes several activities like selecting, focusing and simplifying. These steps are continued by abstracting and transforming the data. The analysis is based on the results of data collection realized through the field study. In the field study, data was gathered from interviews, field notes, focus group discussions, and pictures drawn by both students and teachers. Second, data display was undertaken as part of the data reduction. This step included organizing, unifying, and concluding what information was needed because "displaying" referred to the presentation of data to select the relevant and significant data.

The drawing as shown in Fig. 4 represents the students' mapping of their environment. The interpretation in the earlier step was also made to map the students' perceptions. In the end, drawing and verifying conclusions were done. This step was undertaken after finalizing the mapping of teachers' and students' perceptions and expectations to



**Fig. 4.** Students' picture promoting his natural surroundings, i.e. shallot farming, lake, and mountain (Photo: Research Team)

connect<sup>4</sup> them to OUVs in *subak*. Inclusion of environmental awareness issues, preservation of local wisdom, and the formation of good character in learning for the younger generation at the primary and secondary education levels are significantly important, including in learning English.

The classification that has been carried out is then reprocessed and checked through field notes, which are also used as research data. The conclusion was drawn based on the general classification described in the interview guide and the assessment of the desired data type and profile so that the purpose of data collection could be in sync with what was obtained during field research. The absence of context-based learning strategies for environmental awareness and a lack of interest in local knowledge suggests that there are environment-friendly components<sup>16</sup> that are not integrated with the education that emphasizes the development of a harmonious relationship between humans and the environment. This gap needs to be filled in research with the goal that efforts to increase English language proficiency must equally be focused on raising environmental consciousness and local wisdom. This research is being carried out immediately because of the apparent gap between attempts to increase abilities and the lack of environmental awareness in English learning.

Practically, all phases of data analysis were done in three stages. These steps are: (1) the results of the interview are transcribed and then mapped keywords that are wrongly connected<sup>4</sup> related to the question; (2) the video recording in the FGD is observed by recording words, phrases, and sentences related to the topic with the following steps: There are two main classifications, namely individual perceptions and expectations regarding learning materials and activities that may be applied and (3) the pictures made by teachers and students are observed while recording the same, different and unique things that are conveyed when conveying their drawing results.

### 3 Findings and Discussion

This discussion is expected to shed some light on the potential inclusion of OUVs in the English curriculum by investigating, first of all, in this preliminary study, the possibilities



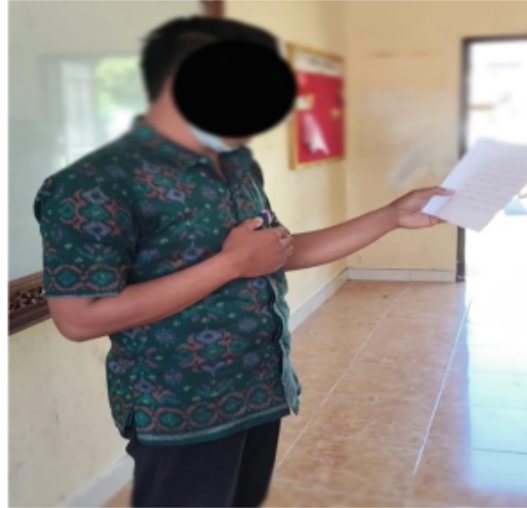
**Table 1.** Teachers' Perception and Expectation

Topic of Discussion	Categories
<b>Teaching Materials</b>	
Opportunities to include the OUVs of <i>subak</i> in English learning	<ol style="list-style-type: none"> <li>1. Environment vocabulary</li> <li>2. Part of Speech Related to Environmental Issues</li> <li>3. Descriptive Text</li> <li>4. Text on Environment</li> <li>5. The Village's Farming Activities</li> <li>6. The Village's Beautiful View</li> </ol>
<b>Learning Activities</b>	
What activities may be applied to include the OUVs of <i>subak</i> in English teaching?	<ol style="list-style-type: none"> <li>1. Speaking on Village Potentials of Tourist Destinations</li> <li>2. Writing Descriptive Texts on Natural Surroundings</li> <li>3. Reading Comprehension on Farming</li> <li>4. Listening on the Practical Role of Lake Batur</li> <li>5. Field Work to Lake Batur</li> </ol>

of integrating OUVs with local values to raise environmental awareness that is in line with the improvement of language skills. The two tables, Table 1 and Table 2, present the preliminary identification that shows the positive attitude towards the potential of including *subak* in English learning.

Table 1 shows teachers' perceptions and expectations. It includes two aspects of creating contextual learning based on OUVs. The teaching materials that the teachers can use and how they relate to their lives can be ranked from the smallest units to the bigger ones like words, phrases, clauses, sentences, and paragraphs. The topics mentioned by the teachers are environment-based vocabulary, parts of speech related to environmental issues, textual description, the village's farming activities, and the village's beautiful view. Meanwhile, the teaching activities may be applied by including the OUVs of *subak* in enhancing language skills like "Reading Comprehension on Environmental Issues" "Writing a Descriptive Text", "Speaking on the Natural Surroundings," and "Speaking about the Nearby Tourist Destination".

There are some encouraging words and emphasis that the teachers need to share. First, when they talk about the community life in Bali, *subak* has an outstanding role as a traditional irrigation system passed down by their ancestors. Second, the Balinese respect the values of this local wisdom because it regulates life in a balanced way in the concept of *Tri Hita Karana* (three causes of creating harmony in life). Third, the outstanding value of *subak* from the agricultural aspect of people's lives in Bali is the center of harmony for other aspects such as religion, custom, society, economy, and culture.



**Fig. 5.** Teacher demonstrated his drawing and explain the village's farming activities (Photo: Research Team)

Following the identification in Table 1, Excerpt #1 and Excerpt #2 show teachers' perceptions and expectations regarding potential topics to include in their teaching activities, namely environment-based vocabulary, parts of speech related to environmental issues, and text descriptive and more specific topics for their natural surroundings, that is, the village's farming activities and the village's beautiful view.

Figure 5 shows the reflection that an English teacher presented in FGD. The study found clear opportunities and optimism for the inclusion of environmental issues like vocabulary related to natural surroundings, as part of the speech to make students understand word class when a more complex task is given, like in productive skills like writing and speaking. In addition, through the introduction to descriptive text, **the students are expected to** be able to **express their ideas** about the village's farming activities and the cultural and social values of the people in their village, as well as the village's beautiful scenery. The well-planned activities that the teachers can create may be integrated with the efforts to integrate OUVs of *subak* into various themes the students learn. Detailed views expressed by teachers are represented in Excerpt #1 and Excerpt #2.

Excerpt #1 (Teacher 1)

*“Contextual English learning can be done in many ways. However, learning that gives more value to language skills, including speaking, reading, and writing must be done by motivating students to think more critically about things that happen around them. The relevant activity that I think is appropriate is writing a descriptive text. For example, I can ask the students to describe their surroundings, like the school environments which are close to lakes, temples and beautiful nature.”*

Excerpt #2 (Teacher 2)

*“Students can be introduced to speaking activities. Later, they can explain parts of their environment to be promoted as a tourist destination. Hopefully, in the future,*

*they will be ready to explain the potential of their village so they can become local guides in Kintamani area.”*

Excerpt 1 shows the teacher's belief in contextual English learning, which can be integrated into the current curriculum. There is always a possibility to integrate *subak* values. This can be done gradually, for example, from the introduction of vocabulary. After that, they can be introduced to the parts of speech, i.e., categories of words like nouns, adjectives, and verbs. The words introduced to them are related to the environment, such as the natural wealth that is around them, both in general and in particular. At a further stage, students can be invited to explore ideas by writing a descriptive text and then presenting them to train their speaking ability and presentation skills with the written work they have produced. This is following what was stated by another teacher in Excerpt #2. Furthermore, the second teacher sees the economic potential that is potentially obtained if students master the practical skills of English by understanding the surrounding environment. For example, students can become local tour guides in villages that are tourist destinations. Furthermore, the local values can be consistently included in the English classroom if the authorities urge the teachers to apply local values-based teaching materials and activities.

Table 2 shows the students' ideas and categories on the learning materials that were implicitly mentioned during the interviews, as well as what they expressed during the FGD. What the students identified was in line with the teachers' ideas. The students tend to be concrete by mentioning several topics that they think are important, like environment-based vocabulary, knowledge about caldera, mountains, natural surroundings, places of interest, and knowledge about farming. For the activities, they mention language skill enhancement activities like speaking about natural surroundings, conversation practice, and presentation about Caldera Batur.

The outstanding values of *subak* from the agricultural aspect in Bali are the center of harmony for other aspects such as religion, customs, society, economy, and culture. For the students, *subak* has not been explicitly introduced to them. They have yet to know that *subak* has a noteworthy significance in the context of Bali's communal life. They do not realize how far. The younger generation in their village, the students, who are all Balinese, have not fully understood that the values are related to the Balinese philosophy of life, *Tri Hita Karana*. From their parents, brothers, and sisters, *subak* and its outstanding value are accepted as the world's cultural heritage and become representations of ideal living arrangements.

Concerning the list in Table 2, Excerpt 3 and Excerpt 4 represent the ideas shared by the students in the interview. Excerpt 3 and Excerpt 4 show the positive attitudes of students about the importance of incorporating the environmental and cultural issues around them. The student who expressed her view in Excerpt #3 explained that the teacher had included the Batur Caldera as teaching material, which was inserted into learning and was very authentic to their daily lives. In addition, the students also revealed that *subak* was an important part of agriculture. However, so far, they understood only the concept of *subak* as an irrigation system. They had no understanding concerning the implementation of ritual, culture, or socio-economic in the OUVs of *subak*. The teachers' topics of discussion had not reached the detailed and comprehensive values of *subak*.

**Table 2.** Students' Perception and Expectation

Topic of Discussion	Categories
<b>Learning Materials</b>	
Opportunities to include the OUVs of <i>subak</i> in English learning	<ol style="list-style-type: none"> <li>1. Environment vocabulary</li> <li>2. Knowledge about caldera, mountain</li> <li>3. Natural surroundings</li> <li>4. Places of interest</li> <li>5. Knowledge about farming</li> <li>6. Text on Environment</li> </ol>
<b>Learning Activities</b>	
What activities there may be applied to include the OUVs of <i>subak</i> in English teaching	<ol style="list-style-type: none"> <li>1. Speaking about natural surrounding</li> <li>2. Conversation practice</li> <li>3. Presentation about Caldera Batur</li> <li>4. Writing on Environment</li> <li>5. Listening and Watching Videos about Lake Batur</li> <li>6. Fieldwork to Lake Batur</li> </ol>

**Fig. 6.** Student's Presentation about His Drawing (Photo: Research Team)

Figure 6 shows the student's view of his environment. By showing the picture and telling what he drew, the initial knowledge of the environment and the attention of students to observing their surroundings can be a starting point for discussion in language learning. It can also be used to investigate the perceptions, understandings, and expectations that students have about the natural potential and value of *subak* around the village where they live. In Fig. 6, the students mention words that are mostly concrete nouns like clouds, bushes, rice fields, lakes, and mountains that are, in fact, parts of nature connected to all the social and cultural values the people in the Kintamani area live by. Digging deeper into the personal perception of the potential of utilizing OUVs of *Subak* in language learning, Excerpt #3 and Excerpt #4 are interesting representative opinions to show the students' positive attitude toward the recontextualization of English learning through the OUVs of the *Subak* cultural landscape.

A critical view that had the sense of future benefits was also expressed by the students during the interviews. They realized that the preservation of culture and a good understanding of its values would give good support to the promotion of their village as a nice place to visit for its beautiful scenic nature as well as the good quality of crops from the farming. People in research sites grow shallot, which is starting to gain productivity for its good quality. In such a way, knowledge of local wisdom is inherently connected to how the people in the village realize their village's natural potential. The students hoped that they could contribute to introducing the Kintamani area and the Lake Batur area in particular to the world.

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Excerpt #3 (Student 1)

*“Teachers often use the Batur caldera environment in learning. For learning English, it is also necessary to remember that Lake Batur and Mount Batur are tourist attractions that are very often visited by tourists. Subak is related to agricultural organizations, the value of which I don't understand. Other frequently visited places such as lakes and mountain temples are related to tourism.”*

Excerpt #4 (Student 2)

*“It is important to include environmental elements in learning English. So far, the explanation has focused on agricultural products such as vegetables, fish, and shallots. My village has potential in terms of growing shallots.”*

To sum up, the study found a positive attitude of teachers and students regarding the possibility of integrating *subak* into English learning despite students' limited knowledge and experience with the OUVS of *subak*. Learning foreign languages, especially English as the language of world communication (*lingua franca*), becomes effective if the goal of improving language skills is achieved maximally. To share more benefits of contextual learning that contribute to cultural preservation, improving these skills must also be supported by an understanding of the surrounding environment and the cultural values of the place where English is taught as a form of participation in education for development and to develop linguistic skills.

## 4 Conclusion

*Subak* has been famous as <sup>6</sup> the cultural landscape of Bali Province that is <sup>6</sup> recognized by UNESCO's World Cultural Heritage. The investigation of its potential to be used

in developing contextual learning and the design of green textbooks in EFL learning is worth doing. To participate in the preservation of its outstanding universal values (OUVs), English teachers in Bali must have the initiative to bring them into teaching and learning activities as a reflection of contextual learning. Since the OUVs manifest the philosophy of a balanced life, this study is expected to shed some light on the inclusion of OUVs in the language classroom, showing the model of integrating local values to raise environmental awareness.

The lack of contextual learning methods for environmental awareness and concern for local wisdom indicates that learning activities need the addition of environment-friendly elements, which have not been integrated with education. The results of this study offer a new paradigm for making contextual learning. It started with investigating perception and expectations designed to offer a model of learning where tasks are given contextually, which means that the context of everyday life is widely used, both in the textbook and in the learning activities. English teachers in Bali must take the initiative to include the OUVs in teaching and learning activities as a reflection of contextual learning as their contribution to the preservation of the values.

So far, the preliminary findings show that environmentally friendly components can be integrated into English learning by inserting them as topics in several teaching and learning materials as well as activities. Teachers and students gave positive views on the potential topics to be included in their teaching activities, namely environmental vocabulary, a part of speech related to environmental issues, descriptive texts, and more specific topics for their natural surroundings, that is the village's farming activities, and the village's beautiful view. Meanwhile, the teaching activities may be applied by including the OUVs of *subak* in enhancing language skills like "Reading Comprehension on Environmental Issues," "Writing a Descriptive Text," "Speaking on the Natural Surroundings," "Speaking about the Nearby Tourist Destination," and conducting "a Fieldwork" to visit Lake Batur as the supreme water source of irrigation in Bali. These are in line with what the students share and expect to be involved in contextual learning to improve their language skills and, at the same time, to raise their environmental awareness and care for local wisdom.

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