

THE ANALYSIS OF 2013 CURRICULUM TEXTBOOKS FOR THE FOURTH GRADE STUDENTS OF PRIMARY SCHOOL VIEWED FROM THE ASPECT OF CONTENT FEASIBILITY**Ridwan¹, Yansar², and Dedi Kusnadi³***^{1, 2, 3}Faculty of Teacher Training and Education, Borneo Tarakan University
Tarakan, Province of North Kalimantan, Indonesia*E-mail: ridwan.fkipubt@gmail.com**ABSTRACT**

The analysis of content feasibility of student's textbooks is to determine the feasibility of the textbook contents as the basis for the development or the usage of the textbooks by the students, so the results won't deviate from the book quality standards and can be used for the sake of learning, especially at the primary school level. The objective of this study was to describe K-13 (curriculum 2013) textbooks for the fourth grade students of Primary School published by the Ministry of Education and Culture which was viewed from the aspects of content feasibility by seen from: (1) the suitability of the learning materials with Core Competencies (KI) and Basic Competences (KD), (2) the accuracy of the learning materials in the textbooks, and (3) the complement materials of instruction in the textbooks. This study employed a library research, where the research data were not compiled using statistical procedures and the pattern of analysis was so-called content analysis. To obtain the intended data, the researchers used an instrument issued by the Board of National Education Standard (BNSP). The results of the analysis of K-13 textbooks for the fourth grade students of Primary School were: (1) the suitability of the learning materials with KIs and KDs was in general the comprehensiveness, width, and depth of the learning materials on each theme had already been contained in the aspects of learning scope which support reaching the KIs and KDs by giving examples, exercises, and learning tasks done in group or independently to measure the success of learning. However, there are few descriptions of materials which had not been completed and therefore did not support the achievement of KI and KD; (2) the accuracy of the learning materials in the textbooks was as a whole the concepts, definitions, principles, and procedures on each theme were formulated clearly and accurately; there were not any significant mistakes relating to concepts, definitions, principles, and procedures in every description of teaching materials and on the other hands always been explained and accompanied by examples, facts, and illustrations; and (3) the complement materials of instruction in the textbooks was as a whole presented systematically in accordance with the procedures, linkages among concepts, and the application of the concept was clear and accurate. The learning evaluation were presented openly and examples were given to train the students to think creatively for problem solving including the process of discovery/inquiry. Concerning with the result of this study, it was expected to be a reference for teachers consider and select the textbooks that meet the criteria as a good teaching materials and in accordance with the present curriculum.

Keywords: *Textbooks Analysis, Content Feasibility, Curriculum 2013 (KI-13)*

INTRODUCTION

The technical difference between the 2013 curriculum and the previous curriculum is that the teacher books and the student books are provided by the central government as embodied in the Regulation of Ministry of Education and Culture No. 71 year 2013 about textbooks and guidebooks for teachers in primary and secondary education. The student textbook

lays out the minimal effort for learners to achieve the expected competencies. While the teacher guidebooks outlines the minimum effort for teacher in carrying out the learning activities.

Textbooks are instructional materials which contain teaching materials packaged as a material to be presented in the learning process. By definition, textbooks are books in a particular field of study as a standard book compiled by the

experts for the purpose of instructional objectives which are equipped with a suitable means of teaching and easily be understood by the user in schools so as to support a teaching program (Tarigan, 1986: 13).

A good textbook must fulfill four elements, namely the content feasibility, the presentation feasibility, the appropriateness of language, and the graphic feasibility (Muslich, 2010: 291-292). In this study, the researchers analyzed the feasibility of textbooks based on the content feasibility.

According to Muslich (2010: 39), there are some peculiarities of textbooks that are currently available (both mandatory and complementary textbooks). Those are: (1) the textbooks do not fit with the message of curriculum, (2) the textbooks only contain the main points of the materials or the summary of materials, (3) the textbooks are very technical, (4) the textbooks are not in accordance with the mindset of students.

The above statements are in accordance with the results of interviews to several students who took teaching practicum program (PPL) in 2015/2016 academic year at different primary schools. The results of the interview showed that: (1) the students in primary schools use student textbooks published by the Ministry of Education and Culture, Erlangga, and Platinum; (2) in that textbooks, there are some materials which are less obvious and are summaries only, so the students do not completely understand the materials; and (3) the proper language used in the textbooks is poorly understood by the students.

Concerning with these issues, it is important to do a research in determining the feasibility of the content of textbooks. The analysis of this textbook can be used as a reference for teachers in selecting and assessing textbooks which meet the criteria as a good teaching materials and in accordance with the current curriculum.

This study aimed at describing the student textbooks used in 2013 curriculum

for the fourth grade of Primary School in term of the aspect of content feasibility which specifically describing three important incators, namely: (1) the suitability of the learning materials with Core Competencies (KI) and Basic Competences (KD), (2) the accuracy of the learning materials in the textbooks, and (3) the complement materials of instruction in the textbooks.

RELATED LITERATURE

In education, there are three important points that affect the learning process. They are teachers, students, and teaching materials. In relation to the teaching materials, Susetyo (2010: 153) argues that the teaching material is a set of materials, either in the written form or oral form which is systematically arranged in order to create the environment or atmosphere that allows learners to learn. One of written teaching materials is a textbook. Textbook is a book that contains description of the subject matter or field of study, systematically arranged, and has been selected based on specific objectives, learning orientation, and student development (Muslich, 2010: 50).

The Regulation of Ministry of National Education No. 11 year 2005 explains that the textbook is a mandatory reference book used in schools which includes learning materials in order to increase faith and piety, character and personality, the ability to master science and technology, sensitivity and aesthetic ability, health and physical potential which is based on national education standard. According to Muslich (2010: 51), the characteristic of the textbooks are as follows: (a) Textbooks are school books intended for students at the certain level of education, (b) The textbooks contain materials that have been selected, (c) Textbooks are always associated with the field of study or a particular subject, (d) Textbooks are usually prepared by the experts in their field.

Good textbooks should be relevant and support the implementation of the curriculum. The criteria of good textbooks according to Tarigan & Tarigan (2009: 89): (1) textbooks must have a foundation, principle, or a particular perspective that animate or underly the textbooks as a whole; (2) clarity of concept; (3) relevant to the curriculum; (4) appealing; (5) growing students' motivation; (6) stimulating students' activity; (7) illustrative; (8) communicative; (9) supporting other subjects; (10) respecting the individual differences; (11) establishing values. In addition, textbooks must have eligibility or appropriateness for use as teaching material. According BNSP (in Muslich, 2010: 291), the quality of textbooks must fulfill the eligibility of four aspects, namely: (1) the feasibility of content, (2) the feasibility of presentation, (3) the feasibility of language, and (4) the feasibility of graphics.

Four feasibilities are elaborated in the form of indicators in details so that anyone can apply. In this study, the content feasibility was under investigation with some indicators that should be considered, namely: (1) the suitability of the learning materials with Core Competencies (KI) and Basic Competences (KD) with sub-indicators: (a) completeness of learning materials, (b) width of learning materials, and (c) depth of learning materials; (2) the accuracy of the learning materials in the textbooks with sub-indicators: (a) accuracy of concepts and definitions, (b) accuracy of principles, (c) accuracy of procedures, and (d) accuracy of examples, facts, and illustrations; and (3) the complement materials of instruction in the textbooks with sub-indicators: (a) reasoning, (b) problem solving, (c) linkage among concepts, (d) application, (e) attractiveness of the learning materials, (f) encourage to find more information, and (g) enrichment materials.

RESEARCH METHOD

The approach of this study was a qualitative research. The qualitative research is a research procedure that produces descriptive data in the form of written words or spoken utterances from people and observed behavior (Bodgan and Taylor in Margono, 2010: 36). This study was conducted to create an overview of the suitability of the content of 2013 Curriculum textbooks for the fourth grade students of Primary School. So, this study employed a library research, where the research data were not compiled using statistical procedures and the pattern of analysis was content analysis. To obtain the intended data, the researchers used an instrument issued by the Board of National Education Standard (BNSP). The data used in this study was the content of students' textbooks of the fourth grade of Primary School which consisted of five books (themes), namely: (1) The Beauty of Togetherness, (2) Always Being Thrifty of Using Energy, (3) Care to Life Creatures, (4) The Variety of Works, (5) My Heroes.

FINDINGS AND DISCUSSION

In this study, the books which were analyzed were the 2013 Curriculum textbooks of the fourth grade students of Primary School published by the Ministry of Education and Culture. They are: (1) The Beauty of Togetherness, (2) Always Being Thrifty of Using Energy, (3) Care to Life Creatures, (4) The Variety of Works, (5) My Heroes. The content feasibility that were analyzed were: (1) the suitability of the learning materials with Core Competencies (KI) and Basic Competences (KD), (2) the accuracy of the learning materials in the textbooks, and (3) the complement materials of instruction in the textbooks.

A. The Suitability of the Learning Materials with Core Competencies (KI) and Basic Competences (KD) in 2013 Curriculum Textbooks for the Fourth Grade Students of Primary School

1. Completeness of learning materials

Theme 1: The Beauty of Togetherness

Generally, the completeness of the materials on each sub-theme contained in the scope of learning materials supports the achievement of KI and KD by giving appropriate examples, exercises and tasks to measure the success of students learning. However, there are few descriptions of materials which have not been completed and therefore do not support the achievement of KI and KD. For example: Mathematics (KD 2.2, KD 3.3 and KD 4.1.), Indonesian (KD 3.3 and 4.3), SBdP (KD 4.3).

Theme 2: Always Being Thrifty of Using Energy

Generally, the completeness of the materials on each sub-themes contained in the scope of learning materials that supports the achievement of KI and KD by giving appropriate examples, exercises and tasks to measure the success of students learning. However, there are few descriptions of materials which have not been completed and therefore do not support the achievement of KI and KD, such as: Mathematics (KD 3.10 KD 4.1)

Theme 3: Care to Life Creatures

At each sub-theme, overall descriptions of the learning materials contained in the scope of learning materials support the achievement of KI and KD by giving appropriate examples, exercises and tasks to measure the success of students learning.

Theme 4: The Variety of Works

At each sub-theme, overall descriptions of the learning materials contained in the scope of learning materials support the achievement of KI and KD by giving appropriate examples, exercises and tasks to measure the success of students learning. However, there are few descriptions of materials which have not been completed and therefore do not support the achievement of KI and KD, such as: Mathematics (KD 4.9).

Theme 5: My Heroes

At each sub-theme, overall descriptions of the learning materials contained in the scope of learning materials support the achievement of KI and KD by giving appropriate examples, exercises and tasks to measure the success of students learning. However, there are few descriptions of materials which have not been completed and therefore do not support the achievement of KI and KD, such as: IPS (KD 4.2), IPA (KD 4.5, KD 4.6), PPKn (KD 3.4), PJOK (KD 3.10), SBdP (4.2).

2. Width of learning materials

Theme 1: The Beauty of Togetherness

In each sub-theme, all materials contained in the scope of learning materials support the achievement of KI and KD. The material consist of the concepts, definitions, examples and equipped with exercises. However, the pictures presented is still in the form of two-dimensional images and sources of images are not included/written. For example: pictures on (1) Sub-theme 1, page 2 (Map and custom homes as well as custom dances), page 10 (the presentation of images that are not concrete), page 15 (Kipas Pakarena dance), page 18 (traditional games). (2) Sub-theme 2, page 42 (traditional games), page 44 (traditional clothes) where the source and origin of the region are not given/written, page 48 (Fahambo Batu) where the presentation

of the image is not concrete and the source of image is not written, page 61 (Site of Trawulan) where the source of text is not given. (3) sub-theme 3, page 94 (traditional games), page 99, where the presentation of the images are not concrete and the sources of images are not written.

Theme 2: Always Being Thrifty of Using Energy

In each sub-theme, all materials contained in the scope of learning materials support the achievement of KI and KD. The material consist of the concepts, definitions, examples and equipped with exercises. However, the pictures presented is still in the form of two-dimensional images and sources of images are not included/written. For example: pictures on: (1) Sub-theme 1, page 21 and page 25 are not included the source of images; (2) Sub-theme 2, page 36 and page 40 are also not included the source of images and the shapes are in cartoon images; (3) sub-theme 3, page 76 and page 80 are not included the source of images.

Theme 3: Care to Life Creatures

In each sub-theme, all materials contained in the scope of learning materials support the achievement of KI and KD. The material consist of the concepts, definitions, examples and equipped with exercises. However, the pictures presented is still in the form of two-dimensional images and sources of images are not included/written. For example: pictures on: (1) Sub-theme 1, page 24, where the Mathematics material is not listed. (2) Sub-theme 2, page 32 and page 33 about the concepts and definitions of the life cycle are not appropriate, and so does in page 36 about the definition of metamorphosis.

Theme 4: The Variety of Works

In each sub-theme, all materials contained in the scope of learning

materials support the achievement of KI and KD. The material consist of the concepts, definitions, examples and equipped with exercises. However, the pictures presented is still in the form of two-dimensional images and sources of images are not included/written. For example: pictures on (1) Sub-theme 1, page 6, 19, 25 and 33; (2) Sub-theme 2, page 44 and page 55; and (3) Sub-theme 3, page 73, 82, 90, and 96 are not included the sources of images and the shapes are still cartoon images

Theme 5: My Heroes

In each sub-theme, all materials contained in the scope of learning materials support the achievement of KI and KD. The material consist of the concepts, definitions, examples and equipped with exercises. However, the pictures presented is still in the form of two-dimensional images and sources of images are not included/written. For example: pictures on (1) Sub-theme 1, page 8 (mutual cooperation) and page 26 (no text title) where the presentation of the image is not concrete and the sources of images are not written; (2) Sub-theme 2, page 42 (the hero), page 50 (no text title), page 54 (Tamarind) where the presentation of the image is not concrete and the sources of images are not written; (3) Sub-theme 3, page 95 (the Legend of Badminton) where the source of image is not written.

3. Depth of learning materials

Theme 1: The Beauty of Togetherness

In each sub-theme, generally, the learning materials contain knowledge by explaining the concepts, definitions, principles, procedures, examples, and exercises which are relating to everyday life. So that it can measure the students' learning achievement to all aspects of learning domain: cognitive, affective, and psychomotoric as prosecuted in KI and KD. However, on learning 6 (sub-theme

1) page 34 about polyhedron is not explained about the definition of polyhedron; on learning 1 (sub-theme 2) page 42, the number of children in the picture of traditional game is not the same number as written in the text.

Theme 2: Always Being Thrifty of Using Energy

In each sub-theme, generally, the learning materials contain knowledge by explaining the concepts, definitions, principles, procedures, examples, and exercises which are relating to everyday life. So that it can measure the students' learning achievement to all aspects of learning domain: cognitive, affective, and psychomotoric as prosecuted in KI and KD. However, in sub-theme 1, page 17 on an activity: Do a reflection! (Ayo renungkan!), it is irrational for students to reflect on what will happen when there is no sunlight; in sub-theme 2, page 43, the reading text is still too short; and in sub-theme 3, page 101, the test items do not have good distractors because they can be easily guessed by students.

Theme 3: Care to Life Creatures

In each sub-theme, generally, the learning materials contain knowledge by explaining the concepts, definitions, principles, procedures, examples, and exercises which are relating to everyday life. So that it can measure the students' learning achievement to all aspects of learning domain: cognitive, affective, and psychomotoric as prosecuted in KI and KD.

Theme 4: The Variety of Works

In each sub-theme, generally, the learning materials contain knowledge by explaining the concepts, definitions, principles, procedures, examples, and exercises which are relating to everyday life. So that it can

measure the students' learning achievement to all aspects of learning domain: cognitive, affective, and psychomotoric as prosecuted in KI and KD. However, the sub-theme 1 page 14, the material about profession in arts and public services is very limited, it should be mentioned some more; sub-theme 2, the KD about the information presented in the form of "the text tells about the environment", but there is no such text in that sub-theme.

Theme 5: My Heroes

Overall each sub-theme, the description of learning materials containing knowledge by explaining the concepts, definitions, principles, procedures, examples, and exercises are related to everyday life. So that it can measure the students' learning achievement to all aspects of learning domain: cognitive, affective, and psychomotoric as prosecuted in KI and KD.

B. The Accuracy of the Learning Materials in 2013 Curriculum Textbooks for the Fourth Grade Students of Primary School

1. Accuracy of concepts and definitions

Theme 1: The Beauty of Togetherness

In each sub-theme, concepts and definitions are formulated clearly and accurately in supporting the learning achievement of KI and KD. But on learning 6 page 34 is not explained the definition of polyhedron. It should be given a definition first, then the learning exercises.

Theme 2: Always Being Thrifty of Using Energy

In each sub-theme, concepts and definitions are formulated clearly and accurately in supporting the learning achievement of KI and KD. However, on page 52, the given concept is still too difficult for fourth grade students.

Theme 3: Care to Life Creatures

In each sub-theme, concepts and definitions are formulated clearly and accurately in supporting the learning achievement of KI and KD. But in sub-theme 1, learning 1 page 17, there is a mistake in writing the concept/definition of leave particularly the parts of a leave; in subtheme 2, learning 1 page 32, 33, 34, 35, and 36, there are some mistakes in the writing of the concept/definition of the life cycle. There is an inaccurate definition of the parts of life cycle.

Theme 4: The Variety of Works

Overall, the concepts and definitions on each sub-theme in the textbook of theme 4 are formulated clearly and accurately in supporting the learning achievement of KI and KD.

Theme 5: My Heroes

Overall, the concepts and definitions on each sub-theme in the textbook of theme 5 are formulated clearly and accurately in supporting the learning achievement of KI and KD.

2. Accuracy of principles

Overall, the principle on each theme in the textbooks for fourth grade students of Primary School is accurate. There is no error in the writing principles of learning materials.

3. Accuracy of procedures

Overall, the procedure on each theme in textbooks for fourth grade students of Primary School is accurate. However, the book of theme 1, sub-theme 1, learning 1 page 6, the procedure is not accurate. The step of calculation less clearly defined and poorly understood by the students.

4. Accuracy of examples, facts, and illustrations

Overall, the concepts, principles, procedures and formulas used in the learning materials are always explained and accompanied by examples, facts, and illustrations. But the book of theme 3, sub-theme 2, learning 4 page 56, there is an illustration on a diagram of fraction: $\frac{4}{3}$, $\frac{3}{12}$, dan $\frac{7}{12}$. And on page 58, there is an imprecision of writing symbols. The book of theme 5, sub-theme 1 page 21, the example in counting the operation of decimal numbers does not match with the final result as well as the use of the mark/symbol of operation of decimal numbers is not accurate.

C. The Accuracy of the Learning Materials in 2013 Curriculum Textbooks for the Fourth Grade Students of Primary School

1. Reasoning

In each theme, the presentation of the learning materials are in accordance with the systematic procedures. The assessment items are presented openly and given examples to train students to think where a process or an activity is directed to make a statement in which the truth has been demonstrated previously.

2. Problem solving

In each theme, the presentation of the learning materials contains the various strategies of problem solving with different exercises that are geared to problem solving including the process of inquiry. Problem solving involves understanding the problem, designing a model, solving the model, finding out the possible solution, and interpreting the obtained solution.

3. Linkage among concepts

Overall, each theme on the textbooks for the fourth grade students

of Primary School are interwoven among the concepts, either with other disciplines or with everyday life, because the textbooks are thematic books. The linkage among concepts is raised in each sub-theme. The linkage with everyday life can be seen from the themes and sub-themes that are presented in the textbooks.

4. Application

Overall, each theme of the textbooks for the fourth grade students of Primary School includes the description, examples, and exercises which explain the application of the concepts in everyday life or in other disciplines.

5. Attractiveness of the learning materials

Overall, each theme of the textbooks for the fourth grade students of Primary School contains the description, strategies, pictures, photographs, sketches, stories, history, examples, or exercises that can make the students the sense of curiosity to study more and more.

6. Encourage to find more information

The learning materials of each theme of the textbooks for the fourth grade students of Primary School contain tasks that encourage students to obtain more information from other sources such as Internet, books, articles, and the surroundings.

7. Enrichment materials

In general, there is no any enrichment materials. The enrichment materials should be presented proportionately, in this case, not to introduce a new definition or not too much difference from what is demanded by Basic Competence (KD).

CONCLUSION

The suitability of the learning materials with KIs and KDs was in general the comprehensiveness, width, and depth of the learning materials on each theme had already been contained in the aspects of learning scope which support reaching the KIs and KDs by giving examples, exercises, and learning tasks done in group or independently to measure the success of learning. The learning materials contained concepts, definitions, examples, and exercises. However, there are few descriptions of materials which had not been completed and therefore did not support the achievement of KI and KD.

The accuracy of the learning materials in the textbooks was as a whole the concepts, definitions, principles, and procedures on each theme were formulated clearly and accurately; there were not any significant mistakes relating to concepts, definitions, principles, and procedures in every description of teaching materials and on the other hands always been explained and accompanied by examples, facts, and illustrations.

The complement materials of instruction in the textbooks was as a whole presented systematically in accordance with the procedures, linkages among concepts, and the application of the concept was clear and accurate. The learning evaluation were presented openly and examples were given to train the students to think creatively for problem solving including the process of discovery/inquiry.

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