

Contents Analysis of Integrated Thematic Book Elementary School Curriculum 2013 in Class V Theme 3

Fitri Puji Rahmawati^{1, a)} Dini Restiyanti Pratiwi^{2, b)} Tivana Aulia Sasmito^{3, c)}
Mellinia Hidayatul Ilmiyah^{4, d)}

^{1, 4} Pendidikan Guru Sekolah Dasar, FKIP, Universitas Muhammadiyah Surakarta

² Pendidikan Bahasa Indonesia, FKIP, Universitas Muhammadiyah Surakarta

³ Magister Administrasi Pendidikan, Universitas Muhammadiyah Surakarta

^{a)} fpr2232@ums.ac.id

^{b)} drp122@ums.ac.id

^{c)} Tita.konex@gmail.com

^{d)} a510170038@student.ums.ac.id

Abstract. An analysis of a textbook determines how far the book is by the curriculum and competencies to be achieved. The textbook analysis aims to understand the effectiveness of learning schemes and approaches to understand what is needed in the learning process and curriculum development. This study uses qualitative methods with content analysis design. The data source used is an integrated thematic book for class V theme 3 Curriculum 2013. The technique of collecting data is by carefully listening to the book and documentation. Data analysis used content analysis and semiotics to help a matrix that includes the variables to be analyzed. Data validity technique with repeated reading and scrutiny. The study results show that the revised 2017 edition of the Thematic Integrated Thematic textbooks published by the Ministry of Education and Culture in terms of content feasibility is categorized in the very feasible category. The book's contents already contain material that is by the competencies that students must achieve. The depth of the book includes spiritual attitudes, social knowledge, skills in each discourse, and examples that have been presented. The accuracy of the material in this book is very high. Nevertheless, the supporters of learning materials still give too few discourses, examples, and questions that can develop insight into diversity, national wisdom, and national integrity that can invite students to love Indonesian cultural diversity and practice it as good citizens.

Keywords: content book analysis, integrated thematic, curriculum 2013, elementary school

INTRODUCTION

The 2013 curriculum aims to prepare Indonesian people who can live as individuals and citizens who are productive, creative, innovative, and effective. It can contribute to the life of society, nation, state, and the civilized world (Minister of Education and Culture Regulation No. 66 of 2013). Graduates who excel based on the purpose and function of education are the hope of this nation. Efforts to realize Curriculum 2013 can be achieved by improving the learning process quality. Educators, students, and teaching materials are components that can enhance the quality of learning (Nisa, 2015). According to Prastowo (2012), teaching materials are materials that can facilitate teaching and learning activities in the classroom. Examples of teaching materials that are widely used and have an essential role are textbooks (Widyaharti, 2015). Textbooks are likened to the most critical teaching material. Textbooks are evidenced by educational institutions, both from primary education to tertiary institutions, and all still use textbooks as teaching materials (Prastowo, 2012).

According to Mahmud (2011), textbooks are beneficial resources and have an essential role in the learning process, especially in developing countries. According to Muslich (2016), textbooks contain descriptions of material about subjects arranged according to the level of development of students to achieve predetermined goals. In implementing the 2013 curriculum, the government provides two guidebooks: the student's book, which is intended for students, and the teacher's book, designed for teachers.

The textbook published by the Ministry of Education and Culture before being used as a guide in the learning process has gone through a feasibility analysis process carried out by BSNP. The government stipulates that textbooks used at the primary and secondary education levels before being used as learning resources in academic units must go through the feasibility assessment stage by the BSNP even though the book has been prepared by a team of experts in their field.

An analysis or assessment of the feasibility of a textbook to determine how far the text is following the curriculum and competencies to be achieved. Following Abed's opinion (2014), which states that books play an essential role in schools because they become guidelines in the development of teaching methods, resources, and curriculum. According to Fatima (2015), analysis/evaluation is essential because it can help find a choice of books that fit the required learning context. According to Chang (2017), textbook analysis can help educational researchers understand the effectiveness of learning schemes and approaches to assist in understanding what is needed in the learning process and curriculum development.

According to Mahmud (2009), so that the book analysis process is more effective, it is necessary to identify a quality book indicator. The National Education Standards Agency has developed a textbook research instrument that can determine the feasibility of a textbook. According to BSNP in Muslich (2016), the quality of books can be measured or seen from four elements of suitability: content feasibility, presentation, language, and graphics.

The feasibility analysis carried out by the BSNP does not guarantee that the textbook is genuinely perfect. Evidenced in Trianingsih's research (2016) which conducted a study on the suitability of the presentation/attractiveness, and language/readability of the textbook for class V SD/MI Curriculum 2013 Theme of Harmony. in society shows that in the material aspect there is still a discrepancy between learning activities with the theme in the book, there is still content that is not following the level of development of students. There are still activities that are not following the steps of the scientific approach. Research conducted by Mustadi and Purnanto (2016) regarding the feasibility of language in the theme 1 grade 1 curriculum 2013 curriculum shows that the aspect of the feasibility of using language in Erlangga's textbooks is included in the excellent category with a percentage gain of 78.36% because there is still the use of signs. Reading that is not following the developmental stage of students and the consistency of the use of icons.

Therefore, research on the feasibility of the 2013 curriculum integrated thematic books continues to be carried out with reviews from various perspectives. This article is a splinter from the results of a study that analyzed the feasibility of an integrated thematic book for the 2013 fifth-grade elementary school curriculum. The focus of the study is the feasibility of the contents of the Thematic Integrated Curriculum 2013 class V theme 3. Muslich (2010:3) in terms of the feasibility of the content, three indicators must be considered, namely (1) the suitability of the material description with competency standards (SK) and competence basic (KD) contained in the curriculum of the subject in question; (2) the accuracy of the material; and (3) learning support materials.

METHOD

This type of research is qualitative research. The research design chosen is book content analysis. The research data used is a book with the title Integrated Thematic Book of Elementary School Curriculum 2013 class V theme 3. The object of research is the feasibility of the content/material. The instrument used in this study was a document analysis sheet which was compiled based on a theoretical basis on the content/material.

Data analysis is used for data reduction, data presentation, and concluding. The analysis results are loaded into a checklist table, then translated through the words of the results of the analysis in the book. The validity of the data is based on the fact used in the study, namely semantic truth (Krippendorff, 2004:323).

RESULTS AND DISCUSSION

Analysis of the feasibility of the contents of the 2013 Elementary School Thematic Integrated Curriculum Book class V theme three based on (1) the suitability of the material description with core competencies (KI) and essential competencies (KD) contained in the curriculum of the subject in question, (2) the accuracy of the material, and (3) learning support materials. The results of the analysis obtained the following data. Theme 3 in the 2013 Curriculum Integrated Thematic Book consists of four sub-themes. Each sub-theme has six lessons that contain concepts, exercises, and final evaluations in each theme.

The suitability of the material description with core competencies (KI) and essential competencies (KD) is observed from the completeness and depth of the material. The accuracy of the material is analyzed in more detail from the selection of text, images, and illustrations following the competencies that must be achieved. It is helpful in fulfilling students' curiosity, concepts and theories following scientific systematics, selecting examples according to the competencies to be completed, training, assignments, and assessment according to the demands of authentic assessment. Furthermore, the supporting aspects of learning materials are examined based on their suitability with scientific developments, suitability of features/examples/exercises/references, development of insight into diversity, development of national understanding and national integration, and does not contain elements of SARA, pornography, and gender or regional bias.

The following are the mapping of the content feasibility analysis items contained in the Integrated Thematic Book of Elementary School Curriculum 2013 for class V theme 3.

Table 1 Feasibility of Contents of Integrated Thematic Books for Elementary School 2013 Curriculum
Class V Theme 3 Sub-theme 1

SUBCHAPTER	SCORE	PERCENTAGE (%)
1	68	100
2	63	92.6
3	59	86.7
4	63	92.6
Average Amount		92.9

The results of the content feasibility analysis in 2013 revised the 2017 edition of the Thematic textbook grade V; only chapter 1 received the appropriate category because there are still many materials, examples, and exercises that do not adapt to the KI and KD been formulated. The other chapters received a very decent category because they were almost perfect in presenting material following the KI and KD that had to be achieved. Based on the indicators of the feasibility of the contents of the BNSP in the analysis of class V Thematic textbooks, the results of the research have been found as follows:

The percentage value of the feasibility of content in the Thematic textbooks for class V is 83.3% or in the very appropriate category, with details as follows:

Material Equipment

The completeness of the material in this book gets a score of 100% or in the very decent category. That is assessed from several sub-chapters that have completed containing KI and KD in each discourse, example, and exercise such as in sub-chapters 1, 2, 3, and 4. 2 and 4 and which in the lesson, models, and activities do not contain KI 1 clearly or only implicitly as on pages 29,59, and 61. The depth of material in this book gets 91.7% or in the very appropriate category. This is assessed from several chapters that have discussed the concept of definitions, principles, procedures, examples, and training that can be applied following KI and KD that have been formulated

as in subchapters 1,2,3 and 4 already presented material that is quite deep and the difficulty in the material has been adjusted to the level of students' cognitive development. Several chapters do not discuss the meaning of the text discussed as in chapters 1, 2, and 3, so that the score on the completeness of the material in the three sub-chapters is 1.

Selection of Discourse, Text, Images, and Illustrations following the Competencies to be Achieved and Beneficial for Fulfilling Students' Curiosity

The selection of discourse, text, images, and illustrations following the competencies that must achieve and helpful in fulfilling students' curiosity has been very accurately discussed in this book to get a score of 100%. All chapters in this book are very accurate in presenting discourses, texts, images, and illustrations that follow the competencies that must be achieved and are helpful in fulfilling students' curiosity. As on pages 3,4,46,48.,50, 84,87, and 117 discourses, texts, pictures, and illustrations with competencies that students must achieve are very good for students because they will find it easier to understand the contents book.

Concepts and Theories According to the Definitions Applicable in the Field of Science

Concepts and theories following the definitions that apply in science are discussed accurately so that they get a score of 100%. The score is obtained from 4 sub-chapters that already contain concepts and theories that are following the definitions. All sub-chapters in this book are very accurate in presenting ideas and approaches that follow the definitions that apply in the field of science and do not cause double meanings that will confuse students. In this book, there are several pages, such as 3,26,36,46,47. This makes it easier for students to understand the contents of the book.

Selection of Examples According to the Competence to be Achieved

The selection of samples according to the competencies that must be achieve is very accurate and gets a score of 91.7%. This is assessed from the four sub-chapters that have accurately presented examples following the competencies that must be achieve. At this point, of the four sub-chapters, only two chapters do not present standards following the competencies that students must complete. Chapter 2 gets a score of 3 because as on pages 47,49, and 79. does not provide examples that are following the competencies that students must achieve. The examples in sub-chapter 2 are not up-to-date and relevant to the current situation, so they are not accurate enough to reach the expected competencies.

Training, Assignment, and Assessment as Authentic

Demand Assessment

According to the demands of authentic assessments in this book, training, assignments, and assessments get a score of 100% or in the very accurate category. All chapters in this book are exact in presenting concepts and theories that are following the training, assignments, and questions that are proposed to measure the mastery of knowledge, attitudes, and skills of students according to the demands of authentic assessment and there are no questions that can cause double meaning which will confuse students. This makes it easier for students to develop themselves.

Conformity with the Development of Science

The suitability with the development of science in this book has been applied quite well to get a score of 94.44% or in the very accurate category. It can be seen from the four sub-chapters that received perfect scores because they have presented every material presented through discourse, text, images, and illustrations following the development of science that exists at this time. Two sub-chapters get a score of 3 because they still contain a discourse or example that is not following the current development of science.

Feature Suitability/Examples/Practice/Referrals

The suitability of features, examples, exercises and references in this book follows obtaining a score of 87%. This is because four sub-chapters have provided samples that are relevant to the current situation and have the latest references. Only two chapters get bad results in this book because subchapters 2 and 3 still contain examples that are not relevant to the current conditions.

Development of Diversity Insights

This book is very lacking in presenting the development of diversity insights in discourse, examples, and exercises to get a score of 75%. There is only one sub-chapter that explains this, namely in sub-chapters 2,3 and 4, which contain examples that show the diversity of regions in Indonesia. In other chapters, it gets a score of 1 because there is no single discourse, measure, and question that can develop students' insight into the diversity of students.

Development of National Insight and National Integration

This book also does not present national insight and national integration in discourse, examples, and exercises. All sub-chapters in this book are presented without developing national understanding and national integration that can invite students to love Indonesian so that this book gets a score of 100% or is in a worthy category to be used as teaching material.

Does not contain elements of SARA, IPR, Pornography, and Bias (Gender, Region, etc.)

This book gets a score of 100% because there is no material presented through discourse, text, images, and illustrations that contain elements of SARA, Intellectual Property Rights, pornography, and bias. This book presents the material carefully without having anything negative and sensitive. It is outstanding in building student morale.

Based on the data mapping, this theme 3 class V book as a percentage of more than 91.7% or in the very feasible category. This is assessed from several chapters that have discussed the concept of definitions, principles, procedures, examples, and training that can be applied following the core competencies and essential competencies that have been formulated as in subchapters 1,2,3 and 4 already presented material that is quite in-depth and difficulty in the material has been adjusted to the level of cognitive development of students. Several chapters do not discuss the meaning of the text discussed as in chapters 1, 2, and 3, so that the score on the completeness of the material in the three sub-chapters is 1. Core competencies 1 (religious) clearly or only implicitly as on page 61 some pictures must be observed by students, there are core competencies 1 (spiritual), 2 (social), 3 (knowledge), and 4 (psychomotor) and students are asked to what activities to do by discussing with other students. The selection of images in textbooks is also seen both with illustrations and to assist students in developing students' mindsets in reading material and applying KI 1-KI 4.

CONCLUSION

It is in line with Lestari's research (2016). The results of the study show that: 1) the suitability of the contents of the teacher's and student's books in terms of KI and KD in each subject is 100% with a very appropriate category 2) the suitability of teacher and student books from aspects of the coverage and depth of material in each subject are 92.5% Mathematics, 100% PPKN, Indonesian Language 93.63%, PJOK 100%, and SBdP 100%. Meanwhile, the percentage of material depth in Mathematics is 92.5%, PPkn is 100%, Indonesian is 93.63%, PJOK is 100%, and SBdP is 100%. Teacher books and student books have strengths and weaknesses, so teachers must know the quality of books for effectiveness in the learning process.

The revised 2017 edition of the Thematic textbooks from the Ministry of Education and Culture, in terms of content feasibility, has been categorized in the very feasible category with a percentage of 92.9%. The contents of the book already contain material that is following the competencies that students must achieve. The depth of the book is also perfect and complete, including spiritual, social, knowledge, skills in each discourse, and examples that have been presented. The accuracy of the material in this book is very accurate. However, the supporters of the learning materials in this book still give too few discourses, examples, and questions that can develop insight into diversity, national understanding, and national integrity that can invite students to love Indonesian cultural diversity and practice it well as good citizens.

ACKNOWLEDGMENTS

The authors wish to thank all participants to Elementary School Teacher Education, FKIP, University of Muhammadiyah Surakarta.

REFERENCES

1. Abed, E. & MMA-A. (2014). Content Analysis of Jordania Elementary Textbook during 1970 – 2013 as Case Study. *International Education Studies*, 8(3).
2. Chang, CC, Silalahi, S. (2017). A Review and Content Analysis Of Mathematics Textbooks in Educational Research. *Journal of Education in the 21st Century*, 75(3).
3. Fatima, Syed Kazim Shah, HS (2015). Textbook Analysis And Evaluation Of 7th & 8th Grade In Pakistani Context. *International Journal of English Language Teaching*, 3(4).
4. Ministry of Education and Culture. (2014). Class V Student's Book The Theme of Events in Life. Jakarta: Ministry of Education and Culture.
5. Krippendorff, K. (2004). Reliability in Content Analysis: Some Common Misconceptions and Recommendations. Manuscript published in *Human Communication Research* 30, 3: 411-433, 2004
6. Mahmood, I. (2009). Textbook Evaluation Through Quality Indicators: The Case of Pakistan. *Bulletin of Education and Research*, 31(2), 1–27.
7. Mahmood, K. (2011). Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan. *Journal of Research and Reflection in Education*, 5(2), 170–190.
8. Muslich, M. (2016). Textbook Writing, Basics of Understanding, Writing, and Using Textbooks. Yogyakarta: Ar-Ruzz Media.
9. Mustadi, and P. (2016). Language Feasibility Analysis in Textbook Theme 1 Grade 1 Elementary School Curriculum 2013. *Journal of Basic Education Profession*, 3(2).
10. Nisa, QM (2015). Feasibility Analysis of Contents of Textbooks for Class IV SD/MI Students with the Theme of Caring for Living Creatures Curriculum 2013 Published by the Ministry of Education and Culture.
11. Minister of National Education Regulation No. 66 the Year 2013. Educational Assessment Standards. Jakarta: Ministry of National Education
12. Lestari. (2016). Application of the Scientific Approach to Class IV Students at SD Pujokusuman 1 Yogyakarta. *Journal of Primary School Teacher Education*, 6(5), 21–29.
13. Prastowo, A. (2012). , Creative Guide to Creating Innovative Teaching Materials Creating Interesting and Fun Learning Methods. Yogyakarta: Diva Press.
14. Trianingsih, R. (2013). Analysis of Class V SD/MI Curriculum 2013 on the Theme of Harmony in Society. *Ar-Risalah Journal*, XVII(1).
15. Widyaharti, M., Trapsilasiwi, & Fatahillah, A. (2015). Analysis of 2013 Curriculum Mathematics Student Books for Class X Based on the 2013 Curriculum Formulation Kadikma, 6(2), 173–184.

