

FEASIBILITY ANALYSIS OF FOURTHGRADE STUDENTTEXTBOOK CONTENTS WITH THE THEME “THE BEAUTIFUL OF TOGETHERNESS”

SaktianDwi Hartantri¹, Ita Kurnia²

¹Elementary School Teacher Education, UniversitasMuhammadiyahTangerang

²Elementary School Teacher Education, UniversitasNusantara PGRI Kediri

saktian.hartantri@umt.ac.id

Abstract

This research aims to determine: 1) How is the appropriateness of the content in the suitability aspect of the KI and KD material descriptions, 2) How is the appropriateness of the content in the aspect of material accuracy, 3) How is the appropriateness of the content in the supporting material aspects of classroom student textbook learning IV with the theme "The Beauty of Togetherness" 2013 Curriculum at SDN Pakujaya 02 Kota Tangerang Selatan. This research uses qualitative research with mix research methods. Data collection techniques are interviews, observation and questionnaires. The data analysis techniques are data reduction, data presentation, and conclusion drawing. The results of the research and discussion were categorized as quite feasible: "Cultural Diversity of My Nation" getting 56.1%, "Togetherness in Diversity" getting 56.2%, and "Be Grateful for Diversity" getting 57.1%. Based on the results the textbook can be concluded that this book is suitable for use in schools.

Keywords Analysis, Content Feasibility, Student Textbooks.

INTRODUCTION

Elementary school education is a reference for success in following education at the next level so that humans as a whole can develop themselves through their divine, moral and civilized potentials. Through education, humans are prepared to acquire basic skills in life to create a good quality of life and be able to develop it. With this basic provision, it is hoped that humans will be able to manifest themselves as individuals, members of society, citizens and mankind, both in developing and educating the life around them and in continuing to a higher level of education. Education in elementary schools will be a strong foundation for further education, provided that the education provided is precise and in-depth according to the needs of students. The introduction is built on four main points, namely gap analysis; there is a statement of novelty/novelty value; the existence of research/writing/hypothesis objectives; and the existence of a state of art (previous research /studies).

The purpose of education is to educate the life of the Indonesian nation as regulated in the Sisdiknas Law No. 20 of 2003 concerning the national education system article 3 stipulates that, "National education has the function of developing capabilities and forming a dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear for God, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

According to Law No. 14 of 2005 Article 1 explains that, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education and secondary education". In teaching, teachers are responsible for providing teaching in schools and have a role as providers of learning needs for students. Therefore, to achieve these goals, the teacher must understand the material being taught to students and increase their knowledge in accordance with the development of science.

One of the successes of education in implementing the curriculum 2013 is adequate facilities and learning resources. Learning resources have an important role in relation to the preparation of teaching materials. From learning resources, we can get various kinds of teaching material needs. Teaching material is one component that has an important role in the learning process. One of the teaching materials needed is a textbook. Textbooks are mandatory reference books that are used as learning resources that support a teaching program in an educational unit to achieve learning objectives.

Permendiknas Number 2 of 2008 Article 1 explains that, "Textbooks for basic, secondary and tertiary education, hereinafter referred to as textbooks, are mandatory reference books for use in primary and secondary education units or tertiary institutions that contain learning material in the context of increasing faith, piety, noble character and personality, mastery of science and technology, increased sensitivity and aesthetic abilities, enhancement of kinesthetic and health abilities which are compiled based on national education standards". Science, insights and information can be obtained from books.

Therefore, the existence of textbooks is expected to develop human quality and optimize learning activities that provide meaningful learning material. This happens when the teacher considers the entire book to be correct without first analyzing the textbook material.

If the curriculum is updated, the textbooks used by students must adjust to the applicable curriculum. So that it does not cause inequality for those who use it. The curriculum 2013 textbook is different from the textbooks in the previous curriculum. Student textbooks in the curriculum 2013 are theme-based. Because the learning is thematic-integrative, all subjects are put together and divided into several themes. Like the fourth grade student books, there are nine themes, one of the themes is "The Beautiful of Togetherness".

The curriculum 2013 textbook consists of student books and teacher books. Books published by Kemdikbud 2013 need to be read and analyzed first. Are the textbooks that have been published in accordance with the curriculum 2013 or not. To find out, a textbook needs to be analyzed the feasibility of its contents. The analysis of this textbook is aimed at the fourth grade students' textbook with the theme "The Beautiful of Togetherness" as the object of research.

The 2013 thematic learning curriculum for grade IV elementary school student books currently has had many changes. The number of changes from the 2013 thematic curriculum learning student book certainly raises questions about the appropriateness of the content contained in the 2013 thematic learning curriculum for grade IV student books. Basically, student books that meet competency standards are student books that match the material with KI / KD and pictures supporting the material. Student books that have complete material in their entirety, in-depth and clearly. In accordance with the student grade level and in accordance with student characteristics.

In reality, the students' books on thematic learning curriculum 2013 for grade IV Elementary Schools still have some deficiencies in the scope of the material. The material in the student book for thematic learning curriculum 2013 for grade IV has less detailed discussion on several subjects. So that the teacher finds it difficult to teach the material if you only use student books. This problem was caused by the change in the 2006 KTSP curriculum to the curriculum 2013, which made a difference in teaching materials, especially student books, in the scope of the material.

The student textbook like other forms of teaching materials, textbooks have certain characteristics. Some of these characteristics include the following:

1. Formally, textbooks are published by certain publishers and have ISBN;
2. The compilation of textbooks has two main missions: a) Optimizing the development of declarative and procedural knowledge, as well and b) This knowledge must be the main target of the textbooks used in schools.

The student textbook function:

1. As a reference material or reference material by students;
2. As an evaluation material; and

3. As a tool for educators in implementing the curriculum. (according to Prastowo, 2011)

According to (Prastowo, 2011) the purpose of student textbook is:

1. Make it easier for educators to deliver learning material;
2. Give students the opportunity to repeat lessons or learn new lessons; and
3. Providing interesting learning material for students.

Prastowo(2011) also described that the student textbooks was:

1. Assisting educators in implementing the curriculum because it is arranged based on the applicable curriculum;
2. Become a teacher's guide in determining teaching methods; and
3. Provide opportunities for students to repeat lessons or learn new lessons.

Bonawati(in Amelia & Saputra, 2017) are mentions the student textbook criteria: 1. Interesting for student use;

2. Able to provide student motivation; and
3. Contains attractive illustrations for its users.

According to the 2014-2018 National Education Standards Agency (BSNP), said that in terms of the content of the textbook, there are three sub-components that must be fulfilled:

1. The suitability of the material description with KI and KD:
 - a. Completeness of the material,
 - b. Material breadth, and
 - c. Depth of material.
2. Accuracy of Material: the choice of discourse, text, pictures, and illustrations is in accordance with the competencies that must be achieved and is useful for fulfilling the curiosity of students.

METHOD

In this study using a qualitative approach with mix research methods. This is done so that researchers can describe clearly and in detail and get in-depth data. According to (Mawardi, 2019) "A qualitative approach is often called naturalistic inquiry" (p. 23). Qualitative research aims to gain a deep understanding of human and social problems in order to provide a picture of what is happening in the research.

According to (Moleong, 2017) qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action etc., holistically and by means of descriptions in the form of words and language in a special context. natural and by utilizing various natural methods (p. 6). So, qualitative research is a descriptive study that describes the various kinds of phenomena that the researcher actually observes.

Meanwhile, according to (Sugiyono, 2017) qualitative research methods are often called naturalistic research methods because research is carried out in natural conditions (natural setting) is called a qualitative method, because the data collected and the analysis are more qualitative in nature (p. 8). So, qualitative research is descriptive research that describes or obtains information to be used as data and describes real events observed by researchers.

RESULTS AND DISCUSSION

The suitability of the material description with KI and KD. The analysis score from learning 1-6 totals 168 (questionnaire score). Based on the results of questionnaires, interviews and observations conducted by researchers on respondents, the analysis that has been carried out for the components of the suitability of the material description with KI and KD in sub-theme 1 "Cultural Diversity of My Nation" has presented material that is complete and in accordance with KI and KD.

Sub-theme 1 on "The Diversity of My Nation's Culture" (lessons 1-6) in the textbook on the theme "The Beauty of Togetherness" has presented complete material.

Accuracy of Material. The analysis score from learning 1-6 totals 160 (questionnaire score). The material in sub-theme 1 is in accordance with the three book compilations, namely relevance, consistency and adequacy. Relevance has been proven by the suitability of the material discussed with KI / KD included in the curriculum, consistency has also been proven by discussion in the form of a sub-theme that is in accordance with KI / KD, and adequacy has also been included in this lesson where the presentation of material and practice questions is not too good. a lot or a little.

Learning Support Materials. The analysis score from learning 1-6 totals 177 (questionnaire score). In sub-theme 1 on "Cultural Diversity of My Nation", the suitability of the development of science is presented in each subject. Features, examples and practice questions are appropriate to reflect existing events and occurrences. The examples presented have also been accurate and reflect in everyday life. The practice questions presented have also been accurate. The references presented are also interesting with learning materials. In sub-theme 1 "Cultural Diversity of My Nation" has opened the students' diversity to know and appreciate the various kinds of Indonesian cultural diversity. Through the practice questions and assignments presented have also added to students' insight in fostering mutual respect, tolerance, honesty and love for the diversity of Indonesian cultures. In sub-theme 1 "Cultural Diversity of My Nation" does not contain elements of SARA, pornography, and bias.

Table 1 Feasibility Score Results

Indicator	Subtema	EligibilityScore	CONCLUSION The student textbook for fourth grade
1. The suitability of the material description with KI and KD 2. Accuracy of Material 3. Learning Support Materials	1. Cultural Diversity of My Nation	56,1%	
	2. Togetherness in Diversity	56,2%	
	3. Be Grateful for Diversity	57,1%	
Total AverageFeasibility		56,5%	

elementary school with the theme "The Beautiful of Togetherness" of the curriculum 2013 revised edition 2017 in SDN Pakujaya 02 Kota Tangerang Selatan is included in the feasible category. The aspect of content feasibility, namely the suitability of material descriptions with KI and KD, the accuracy of material and learning support materials in sub-theme 1 concerning "Cultural Diversity of My Nation", namely getting a percentage of 56.1%. Whereas in sub-theme 2 "Togetherness in Diversity", namely obtaining a percentage of 56.2%. And in sub-theme 3 "Be Grateful for Diversity", which is getting a percentage of 57.1%. Based on the results of the percentage of content feasibility of the three indicators as a whole from sub-themes 1-3, namely obtaining an average value of 56.5% which is categorized as quite feasible, while 43.5% is in the less feasible category. So the student textbook for fourth grade elementary school with the theme "The Beautiful for Togetherness" curriculum 2013 SDN Pakujaya 02 Kota Tangerang Selatan is feasible to be taught because it gets a content eligibility percentage of 56.5% which is classified as suitable for use in schools.

REFERENCES

- Amelia, D. J., & Saputra, S. Y. (2017). Analisis Kelayakan Buku Siswa Kelas IV Tema MakhluK Hidup Kurikulum 2013. *Pedagogia : Jurnal Pendidikan*, 101.
- Daryanto. (2014). *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: PENERBIT GAVA MEDIA.

- Husnawati. (2018). Analisis Kelayakan Buku Ajar Pendidikan Agama Islam dan Budi Pekerti Kelas II SDN 8 Menteng Palang Karaya Penerbit Kementerian Pendidikan dan Kebudayaan. *Pendidikan*, 39-40.
- Kadir, A., & Asrohah, H. (2015). *Pembelajaran Tematik*. Jakarta: PT RAJAGRAFINDO PERSADA.
- Kurniawan, D. (2014). *Pembelajaran Terpadu Tematik*. Bandung: ALFABETA.
- Mawardi. (2019). *Desain Penelitian Tindakan Kelas*. Yogyakarta: Samudra Biru.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Muslich, M. (2010). *Text Book Writing Dasar-dasar Pemahaman Penulisan dan Pemakaian Buku Teks*. Jogjakarta: Ar-Ruzz Media.
- Nisyak, S. (2015). Analisis Kelayakan Isi dan Bahasa Buku Ajar Pendidikan Agama Islam dan Budi Pekerti Sekolah Menengah Pertama (SMP) Kelas Tujuh (VII). *Pendidikan*, 42.
- Nuraeni, Y., Mawardi, & Magdalena, I. (2018). *Bahan Ajar Pengembangan Kurikulum*. Tangerang: FKIP UMT Press Universitas Muhammadiyah Tangerang.
- Prastowo, A. (2011). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: DIVA Press.
- Rahmawati, A. N. (2018). Identifikasi Masalah yang Dihadapi Guru dalam Penerapan Kurikulum 2013 Revisi di SD. *Indonesian Journal of Primary Education*, 117.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Yaumi, M. (2018). *Media dan Teknologi Pembelajaran*. Jakarta: PRENADAMEDIA GROUP.
- Yuberti. (2014). *Teori Pembelajaran dan Pengembangan Bahan Ajar dalam Pendidikan*. Bandar Lampung: Anugrah Utama Raharja (AURA).
- Yusuf, W. F. (2018). Implementasi Kurikulum 2013 (K-13) Pada Mata Pelajaran Pendidikan Agama Islam Sekolah Dasar (SD). *Jurnal Pendidikan Agama Islam*, 267.