

Feasibility Analysis of the Contents in Grade 4th Student Book in Theme “*Cita-citaku* (My Goals)” Based on 2013 Curriculum

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Abstract: This research was motivated by the discovery of the confusing material in the thematic books. Thematic books of students have shortcomings including the mismatch of material with basic competency and depth of material and illustration of images that do not match the material. This study aims to analyze the fourth grade students' books on the theme of “*cita-citaku*” related to the suitability of the material with KD, the depth of the material, illustration images and the suitability of the material with a scientific approach based on the 2013 curriculum. This research is a qualitative study with descriptive analysis. The object used was the fourth grade student book the theme of “*cita-citaku*” 2017 revision. The research methods used were interviews and documentation. The collection instrument in this study was the material suitability data analysis sheet. Data analysis techniques using the process of data collection, data reduction, data presentation, and conclusions. The results of the research on the fourth grade student book with the theme of “*cita-citaku*” were categorized as feasible, getting a percentage of 63.97% with details; (1) the compatibility of KD with the material is categorized as very feasible with a percentage of 97.87%. The suitability of the material with KD in accordance with The Minister of Education and Culture Regulation No. 24 of 2016; (2) the depth of the material is categorized as feasible with a percentage of 60.10%. There are four components that are analyzed, namely the concept, definition, procedure, and practice questions; (3) the suitability of the image media is categorized as very feasible with a percentage of 97.87% and (4) the results of the suitability analysis of the scientific approach are categorized as very feasible with a percentage of 96.67%.

Keywords: Content feasibility, Student Book, 2013 Curriculum

PRELIMINARY

The 2013 curriculum is a curriculum (*competency and character-based curriculum*) which can equip students with attitudes as well as abilities in accordance with the demands of the times and technology (Mulyasa, 2013: 6). The 2013 curriculum, the government held textbooks as a means of implementing the curriculum. The textbook is divided into two handbooks, a handbook for teachers which contains instructions for the implementation of learning such as Basic Competencies (KD) and indicators that are tailored to the student book as well as containing material, activities, and evaluations tailored to the competencies to be achieved. The textbooks used must meet the book feasibility assessment standards and be adjusted to the 2013 curriculum as stipulated by ministerial regulations so that learning objectives can be achieved. The thematic books used still have shortcomings. The results of interviews conducted with grade fourth teachers at SDN Gumelar 02 show that the school has implemented the 2013 curriculum since 2015. Teachers have participated in training related to the implementation of the 2013 curriculum, but teachers have never analyzed books either during training or before classroom learning. The teacher has also found confusion about the material contained in student books on other themes. The confusion of the material is in the form of a mismatch of illustration pictures and student book material.

The indicators of the feasibility of textbook content based on the curriculum include the depth of the material, the suitability of the material with KD, illustration of images, and a scientific approach. Research conducted by several researchers related to book analysis proves that textbooks still require an increase in the feasibility of content, especially in terms of the depth of material, considering that textbooks are one of the supporting tools for learning in the 2013 curriculum. Research conducted by (Amelia, 2017) shows that books for fourth grade students with the theme of caring for living things too said to be in the feasible category, although there are still some errors in concept accuracy, procedure accuracy and definition errors.

The feasibility analysis of the contents of the book was carried out on the 2013 grade fourth curriculum student book with the theme of my dreams. The reason the fourth grade student book was chosen for research was the consideration that the learning objectives and material in high class were more complex. Moreover, the last revised fourth grade book was in 2017. This background was the basis for being interested in analyzing the feasibility of the content with the title “Feasibility Analysis of the Contents in Grade 4th Student Book in Theme “*Cita-citaku* (My Goals)” Based on 2013 Curriculum”

RESULTS AND DISCUSSION

This type of research is qualitative research with descriptive analysis. Descriptive research is research conducted to reveal circumstances and situations objectively without being connected to other variables or circumstances (Masyhud, 2016: 103). Descriptive research is a single variable research without connecting other variables. Therefore, descriptive research is not to be tested using a research hypothesis.

The data collection method used is documentation. In the documentation method, information is not taken from sources but from written sources such as books or notes. The research technique used is content or document analysis. The research steps for content analysis techniques according to Miles and Huberman’s research model (in Sugiyono, 2015: 335), there are 4 stages of data analysis, namely: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusions. The data obtained will then be presented with the appearance of the content feasibility indicator. The formula used to determine the percentage of occurrence is as follows.

The percentage obtained =

$$\frac{\Sigma \text{ Appearance of analyzed aspects}}{\Sigma \text{ Appearance of the whole observed aspects}} \times 100\%$$

(Source: Akbar, 2013)

The conclusion obtained from the percentage score results, it can be seen the emergence of appropriate and inappropriate variables in the book analyzed by looking at the aspects of the assessment criteria which are grouped according to the following table.

Table 1. Feasibility Assessment Criteria Textbook Content

Percentage	Criteria
80.00% <TK≤ 100.00%	Very feasible
60.00% <TK≤ 80.00%	Feasible
40.00% <TK≤ 60.00%	Decent enough
20.00% <TK≤ 40.00%	Not feasible
00.00% <TK≤ 20.00%	Very unfeasible

(Modification: Arikunto, 2009)

3. RESULTS AND DISCUSSION

The results of the research that have been conducted show that the book for grade fourth is the theme of “*cita-citaku*” with 4 components of content feasibility, namely the breadth of the material, the depth of the material, the

suitability of the material with illustrated images, and the suitability of the material with a scientific approach. The analysis results are shown in the following table.

Table 2. Results of Feasibility Analysis of the Content of the Textbook

Feasibility Component Content	Feasibility Indicator Content	Analysis Results and Percentage	
Suitability of Material with KD (Material Width)	Appropriate	97.87%	
	Depth Material	A1 (Concept)	17.55%
		A2 (Definitions)	7.97%
		A3 (Procedure)	18.08%
		A4 (Exercise Question)	16.48%
Total	60.10%		
Compliance Material in Image Illustration	Accordance	46 97.87 %	
	Suitability of Material with Scientific Approach	M1 (Observing)	18 20%
M2 (Asking)		17 18.89%	
M3 (Gathering Information)		18 20%	
M4 (Associating)		17 18.89%	
M5 (Communicating)		17 18.89%	
Total	87 96, 67%		
Overall (processed data)		63.97%	

The results of the analysis are based on table 2, the compatibility of KD with the material as a whole is categorized according to the percentage of 97.87%. The

entire material is in accordance with the KD listed in The Minister of Education and Culture Regulation No. 24 of 2016. These results are the overall results of the 3 existing sub-themes. 5 subjects in the 3 sub-themes namely Indonesian, Pancasila and Civic Education, SBdP, Social Studies, and Science.

The suitability of the material in sub-theme 1 obtained a percentage of 100%. KD from 6 lessons have all appeared in the material. The suitability of the material with KD in sub-theme 2 obtained a percentage of 93.34%. KD in learning 1,3,4,5,6 has appeared, but learning material 2 is not in accordance with the KD listed in in The Minister of Education and Culture Regulation No. 24 of 2016. Inconsistencies are found in Science on page 80. In basic competency in Science, it is said that comparing life cycles several types of living things and related to their preservation efforts, while the learning material discusses the benefits of living things for the surrounding environment. The suitability of the material in sub-theme 3 was obtained at 100%.

The conclusion from the results of the analysis is that most of the material is in accordance with KD. The material between subjects has also been connected and sustainable. There is only one material that is not in accordance with KD. There needs to be a little improvement in the student book on the theme of my goals. One of the characteristics of a quality textbook is that the content of the book has a correlation with other subjects (Greene and Petty in Tarigan, 2009: 20). The integrated thematic learning model in the 2013 curriculum is carried out at the elementary school level where the competencies of all subjects are integrated into one theme (Prastowo, 2014: 37).

The results of the feasibility analysis of the contents of the material depth component book were obtained with a percentage of 60.10%. The results include four indicators of material depth, namely A1 (concept), A2 (definition), A3 (procedure), and A4 (exercise question). The four indicators are used to support the achievement of KD in KI-3 and KI-4 (Purwono, 2008: 142). Quality textbooks must have clear concepts so as not to confuse students (Greene and Petty in Tarigan, 2009: 20). In addition to concepts, the material must also be relevant to assignments, explanations, practice questions and complete descriptions (Akbar, 2013: 34).

The results of the material depth analysis are described with a concept percentage of 17.55%, a percentage of definition of 7.97%, a percentage of procedures of 18.08% and a percentage of practice questions of 16.48%. The percentage of material depth in Indonesian subjects was obtained at 58.34% and was categorized as quite feasible with 9 detailed concepts, 6 definitions, 12 procedures, and 15 practice questions that emerged from 18 lessons. The percentage of material depth in the Pancasila and Civic Education was obtained at

50.00% and was categorized as quite feasible with 8 concept descriptions, 6 procedures, and 4 practice questions that emerged from 18 lessons. The percentage of material depth in the SBdP subject was obtained at 59.37% and was categorized as quite feasible with 5 concept descriptions, 4 definitions, 6 procedures, and 4 practice questions that emerged from 18 lessons.

The percentage of material depth in the social studies subject was obtained at 75.00% and was categorized as feasible with 6 descriptions of concepts, 3 definitions, 5 procedures, and 4 practice questions. Emerging from 18 studies. The percentage of the depth of material in Science obtained 66.67% and categorized as feasible with the description by describing the concept as much as 6, the definition in 1, procedure as 6, and exercises as much as 3 emerging from 18 learning, conclusions based on such exposure showed that the depth of the material is already categorized as feasible, but the emergence of material depth indicators which include concepts, definitions, procedures and practice questions has not fully emerged. PKN, Indonesian Language, and SBdP are subjects that contain at least four indicators of material depth. In order to maximize the depth of material in the student book on the theme of my dreams, there needs to be improvements, especially in the subjects of PKN, Indonesian Language, and SBdP.

The suitability of the material with the illustration images based on table 2, as a whole is categorized as very feasible with a percentage of 97.91%. Image media in student books are used as explanations for topics / material / activities being discussed, are used as explanations and support for topics / material / activities being discussed, and are used as information about topics / materials / activities being discussed, and are used to help students develop higher order thinking skills.

The Indonesian language subject has 16 image media with an eligibility percentage of 93.75%. In the Pancasila and Civic Education subject there are 9 image media with an eligibility percentage of 100%. The SBdP subject contains 7 image media with an eligibility percentage of 85.71%. As for 1 unsuitable image media is on page 11.

Figure 1. Siti's Home Environment



The picture is said to be unsuitable because the reading contains the word several trees while the picture contains only 1 tree. Social studies subjects contain 4 image media with an eligibility percentage of 100%. The Science has 11 image media with an eligibility percentage of 100%. A good picture illustration should be able to clarify the material in the student book. According to Subana & Sunarti (2011: 322) illustration of images has several benefits, one of which makes it easier for students to learn abstract material. Through pictures, students who have difficulty reading can more easily organize information (Levie and Lentz in Arsyad, 2011: 17). This opinion is also supported by (Sitepu, 2012: 151) illustrated images should be able to make concepts more concrete because they remember the characteristics of each student in studying different topics / materials. The material that is equipped with picture explanations can make it easier and attract students' attention.

The conclusion is based on the explanation above, the image media presented in the student book that is used as an explanation for the topic or material being discussed are categorized as very feasible, but there are still many illustrative images that stand respectively in each material. The whole illustration of the picture can be understood by students.

The suitability of the material with the scientific approach based on table 2, as a whole is categorized as very suitable with the percentage of 96.67%. These results can be described from the overall learning in the observing component there are 18 activities and get a score of 20%. From the overall learning in the questioning component, there were 17 activities, so it got a score of 18.89%. Of the total learning in the information gathering component, there were 18 activities and got a score of 20%. Overall learning in the association component, there were 17 activities, so it got a score of 18.89%. Overall learning in the information gathering component contained 17 activities, so it got a score of 18.89%.

The conclusion from the results of the explanation above, the entire material has raised an approach indicator scientific. Where each material from 18 lessons requires students to observe, ask questions, collect information, associate, and communicate. Observing activities are intended so that students can seek information from observations. The questioning activity is intended so that students can arouse curiosity by asking teachers or peers. Trying activities are intended for students to find out what was learned through experiments, manage new information obtained through these activities, and be able to present the results of information through previous activities. Associating activities are intended so that students can analyze new knowledge by relating it to daily activities. Communicating activities are used so that students can

present the information they have obtained to teachers, peers, or other people. Communicating activities can also train the character of confidence in each student (Amalia, Ningsih, & Mardiaty, 2020: 7)

Through a scientific approach, students become more creative, communicative, and active and learning feels fun (Paut, 2016: 4). The learning process uses a scientific approach so that students can formulate problems by asking questions. The learning process is also intended to train students to be able to communicate information that has been collected, not just memorizing it (Majid, 2014: 194). In accordance with in The Minister of Education and Culture Regulation No. 103 of 2014, each component of the scientific approach has indicators and competencies that are developed.

CONCLUSION

Based on the results of the research on the fourth grade student book, the theme of "*cita-citaku*" is categorized as suitable for use, getting a percentage of 63.97% with the following details (1) the compatibility of KD with the material is categorized as very feasible. The percentage obtained is 97.87%. The suitability of the material with KD in accordance with in The Minister of Education and Culture Regulation No. 24 of 2016; (2) the results of the material depth suitability analysis are categorized as feasible. The percentage obtained is 60.10%. There are four components that are analyzed, namely A1 (concept), A2 (definition), A3 (procedure), and A4 (practice questions); (3) the results of the image media suitability analysis are categorized as very feasible.

The percentage obtained is 97.87%. There are 47 image media that serve as illustrations of the material being discussed. There is 1 picture that does not match the topic being discussed; and (4) the results of the suitability analysis of the scientific approach are categorized as very feasible. The percentage obtained is 96.67%. The emergence of these results is in accordance with in The Minister of Education and Culture Regulation No. 103 of 2014. Analysis of the suitability of the textbook material for fourth grade students with the theme of "*cita-citaku*" with the 2013 curriculum, the following suggestions are obtained; (1) For teachers, by conducting this research, it is hoped that the material in the book will be added as teaching material. In addition, it is also hoped that teachers can be more creative in finding learning resources to be used so that learning objectives and indicators can be achieved; (2) For school supervisors, by conducting this research it is hoped that it can evaluate and improve the quality of the process and the results of learning achievement in order to achieve educational goals; (3) For other researchers, this research is expected to be used as a reference for conducting other similar studies; and (4) For book publishers, the results of this research can be used as

material for consideration in the preparation of the next edition of thematic books for class IV.

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