
Evaluation of the Feasibility of the Content of the Integrated Thematic Book with the Theme of Our Friend's Environment for SD/MI Class V Published by Erlangga with the 2013 Curriculum Criteria

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Abstract

Textbooks are one of the teaching materials compiled by a person or group of people who are experts in their fields as instructional tools. Textbooks are arranged based on the applicable curriculum because textbooks have a function as the main source of information for students. Therefore, textbooks need to be evaluated for feasibility before being used. The purpose of this study was to find out the content of character values and the feasibility of the contents of the Integrated Thematic book Lingkungan Sahabat Kita for SD/MI Class V published by Erlangga with the 2013 curriculum criteria. The data collection method used is the documentation method. The evaluation results show that the Erlangga's Thematic Integrated Theme Lingkungan Sahabat Kita for SD/MI Class V published by Erlangga contains 8 character values contained in KI-1 and KI-2. In addition, the feasibility of the contents of the textbook obtained a percentage of 88.54% which was included in the very feasible category for use.

Keywords – Content Feasibility Evaluation; Character Values; Text Book.



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1. Introduction

In the current 21st century, education has become a basic need for everyone. The education that is needed at this time is education that can shape students into human beings who have faith, have noble character, are intelligent, love the motherland, are confident, and have the skills needed by themselves, society and the country. To achieve this goal, reform is needed in the field of education so that it can accompany cultural developments in a dynamic society. One of the reforms that have been carried out in the field of education is the change of curriculum. The Indonesian government in 2013 has established a new curriculum, namely the 2013 curriculum. The 2013 curriculum is a competency-based and character-education-based curriculum (Mulyasa, 2014: 2-7). Curriculum changes certainly also require changes to the textbooks used by students in Indonesia. Textbooks are a form of teaching material that is still widely used today. According to Tarigan (2013: 53) textbooks are standard books made by a person or group of people who are experts in their field for instructional purposes. Textbooks have a role as the main source of information for students and teaching guidelines for teachers. Therefore, the existence of appropriate textbooks will support the achievement of national education goals. A proper textbook must contain subject matter that can develop intellectual intelligence as well as support the mental and character development of students. Thus, textbooks must also contain character values in accordance with KI-1 and KI-2 as well as contain material in accordance with KI-3 and KI-4.

The textbooks currently used are textbooks based on the 2013 curriculum. Textbooks based on the 2013 curriculum are designed around certain themes in which material from several subjects is integrated into one according to the characteristics of the 2013 curriculum, namely integrative thematic. The government in an effort to achieve national education goals has developed textbooks based on the 2013 curriculum, but their use is not mandatory because teachers can still use textbooks based on the 2013 curriculum developed by other developers, for example the 2013 curriculum-based textbook developed by

Erlangga. Of course, the textbooks used must first be evaluated for the feasibility of their contents according to the 2013 curriculum criteria and the standards set by the BSNP.

It is very important to evaluate the appropriateness of the contents of textbooks to prevent inappropriate use of textbooks, such as the case that occurred in Malang City in 2015 which was published in the Tempo newspaper. On the student worksheet entitled *Insan Bermatabat* for class V SD/MI, there is the following reading.

"A mother lives with three children because her husband died, she has to work to make ends meet for her children even though she becomes a prostitute at the same time for the sake of providing life and being responsible for her three children,"

The reading above should not be included in books for elementary school age children. In addition, Ulfah's research (2017) showed that there was a discrepancy between the material/content of textbooks and KD, the use of language, diction, and unclear assignment instructions in the 2013 curriculum textbooks for class I SD/MI, the theme of objects, animals, and plants published Ministry of Education and Culture.

Based on the description above, a content feasibility evaluation study was conducted on textbooks based on the 2013 curriculum for SD/MI with the 2013 curriculum criteria which were divided into four dimensions, namely the spiritual dimension, social dimension, knowledge dimension, and skills dimension. The textbook that will be evaluated is the Integrated Thematic book *Our Friend's Environmental Theme for SD MI Class V*, published by Erlangga. The research entitled "Evaluation of the Feasibility of the Content of the Integrated Thematic Books on Our Friends Environment Themes for Class V SD/MI published by Erlangga with the 2013 Curriculum Criteria" has two problem formulations, namely: 1) What character values are contained in the book *Thematic Integrated Themes Our Friend's Environment For Class V SD/MI* published by Erlangga based on the 2013 curriculum criteria? and 2) What is the feasibility of the contents of

the book *The Integrated Thematic Theme of Our Friend's Environment for SD/MI Class V* published by Erlangga based on the 2013 curriculum criteria?

2. Method

This research is an evaluation research, namely applied research that is used as part of a managerial process carried out to help those who have to make administrative decisions (Mutrofin, 2018). The research method used is a qualitative method. According to Sugiyono (2018: 156) the qualitative research method is one of the scientific methods used to obtain data with specific purposes and uses or benefits. The data collection method used in this study is the documentation technique.

There are seven steps in this research, the first step is to prepare the data source that will be used, namely the *Integrated Thematic book Our Friend's Environment for SD/MI Class V* published by Erlangga. The second step is to read the *Thematic Integrated Thematic Textbook Our Friends for SD/MI Class V* published by Erlangga in detail and mark the research data found in the textbook. In the third step, the tagged data is then analyzed in detail and classified into certain categories.

The fourth step is the implementation of coding on the character value data that has been obtained and the preparation of suitability criteria for character values and eligibility criteria for the eligibility of the contents of the textbook. The process of coding or coding is the activity of labeling research information collected to facilitate the process of synthesizing the results of the analysis (Rosyada, 2020: 215). The following is a coding table contained in this study.

Table 1. Code of Character Values Based on KI-1 and KI-2 Class V

| No | Code | Information |
|----|------|----------------------|
| 1. | NR | Religious Value |
| 2. | NJ | Honesty Value |
| 3. | ND | Discipline Value |
| 4. | NTJ | Responsibility Value |
| 5. | NS | Politeness Value |

| | | |
|----|-----|--------------------------------------|
| 6. | NP | Concern Value |
| 7. | NPD | Self Confidence Value |
| 8. | NC | The Value of Love for the Motherland |

The fifth step is to describe the results of the feasibility evaluation of the content/material which also includes the suitability of the character values embodied in the narrative form. The scoring technique is used to determine the percentage of each aspect evaluated in the book *The Integrated Thematic Theme of Our Friends for SD/MI Class V*, published by Erlangga. The following is the formula used in this study.

$$P\% = \frac{\Sigma q}{\Sigma r} \times 100\%$$

Information:

P% = the percentage score obtained by one of the indicators

Σq = total score of one indicator

Σr = total score of all indicators

The preparation of eligibility criteria for the content of textbooks in this study was guided by the eligibility criteria set by the BSNP. The following is a table of criteria for assessing the feasibility of the contents of textbooks based on BSNP provisions.

Table 2. Criteria for eligibility for text book content based on BSNP criteria

| Value (Score) | Description |
|---------------|---|
| 1 | It is worth 1 if the meaning of all the keywords in the indicator is not found. |
| 2 | Score 2 if only found a small part of the meaning of all the keywords in the indicator. |
| 3 | Scores 3 if most of the meanings of all the keywords in the indicator are found. |
| 4 | Scores 4 if all the meanings of the keywords contained in the indicator are found. |

Furthermore, the sixth step is to interpret the research data that has been processed. At this stage, previously processed data is interpreted according to predetermined assessment criteria. There are two assessment criteria in this

study, namely criteria for assessing the suitability of character values in textbooks and criteria for eligibility for text book content/material. The following is a table of criteria for conformity assessment of character values in textbooks.

Table 3. Criteria for Appropriateness Assessment of Character Values in Textbooks

| Criteria | Conformity Percentage |
|------------------------|------------------------------|
| $80\% < x \leq 100\%$ | Perfect fit |
| $60\% < x \leq 80\%$ | In accordance |
| $50\% < x \leq 60\%$ | Quite appropriate |
| $20\% < x \leq 40\%$ | Not suitable |
| $0\% \leq x \leq 20\%$ | It is not in accordance with |

The criteria for assessing the feasibility of the content/material of the textbooks used in this study are the criteria set by the BSNP. The following is a table of the eligibility criteria for the content/material of the textbook.

Table 4. Criteria for the Feasibility Assessment of Textbook Content/Material

| Percentage | Criteria |
|--------------------------|---------------|
| $85\% \leq x \leq 100\%$ | Very worth it |
| $65\% \leq x \leq 84\%$ | Worthy |
| $55\% \leq x \leq 64\%$ | Pretty decent |
| $40\% \leq x \leq 54\%$ | Not feasible |
| $0\% \leq x \leq 39\%$ | Very unworthy |

Source: (BSNP Modification and Bookkeeping Center 2014)

The last step is drawing conclusions from the results of evaluating the feasibility of the contents of the book Thematic Integrated with Our Friends for SD/MI Class V, published by Erlangga.

3. Result and Discussion

Integrated Thematic Book Character Values with the Theme of Our Friend's Environment for SD/MI Class V

Evaluation of the content of character values in the Integrated Thematic book Our Friend of the Environment for SD/MI Class V is carried out based on the content of character values contained in the spiritual core competencies and social core competencies for class V SD/MI curriculum 2013. Class spiritual core

competencies V SD/MI requires that students at the fifth grade level of SD/MI need to develop an attitude of accepting, implementing and appreciating the rules of the religion they adhere to. Meanwhile, the competence of social attitudes for class V SD/MI contains instructions that students at grade V SD/MI must be able to show an honest, disciplined, responsible, caring, courteous and confident attitude in interacting with the surrounding environment and have a sense of love for homeland. The following table contains a recapitulation of the content of character values in the book *The Integrated Thematic Theme of Our Friends for SD/MI Class V*, published by Erlangga.

Table 5. Recapitulation of the Emergence of Character Values in the Integrated Thematic Book on the Theme of Our Friend's Environment for Class V SD/MI, published by Erlangga

| No. | Subtheme | Character Values | | | | | | | | Amount |
|-----|--|------------------|-----------|-----------|-----------|------------|------------|------------|-----|--------|
| | | NR | NJ | ND | NTJ | NS | NP | NPD | NC | |
| 1. | Subtheme 1 | 2 | 3 | 1 | 5 | 6 | 15 | 9 | 17 | 58 |
| 2. | Subtheme 2 | - | - | - | 1 | 1 | 11 | 7 | 12 | 32 |
| 3. | Subtheme 3 | 2 | 2 | - | 4 | 2 | 19 | 5 | 7 | 41 |
| 4. | Project Activities and Literacy | 2 | 2 | 2 | 3 | 10 | 10 | 2 | 6 | 37 |
| | The number of times the character value appears | 6 | 7 | 3 | 13 | 19 | 55 | 23 | 42 | 168 |
| | The percentage of occurrences of the character value | 3,57% | 4,16 % | 1,78 % | 7,73 % | 11,30 % | 32,73 % | 13,69 % | 25% | 100% |

Eligibility of the Contents of the Integrated Thematic Book with the Theme of Our Friend's Environment for Class V SD/MI

Evaluation of the feasibility of textbook content based on the 2013 curriculum criteria consists of four dimensions, namely the spiritual dimension, the social dimension, the knowledge dimension, and the skills dimension. Each dimension has different indicators. The following is a recapitulation table of the results of the eligibility evaluation of the contents of the Integrated Thematic

book *Our Friends of the Environment for SD/MI Class V* published by Erlangga based on the 2013 curriculum criteria.

Table 6. Recapitulation of the Feasibility Evaluation Results of the Integrated Thematic Book Contents with the Theme of Our Friend's Environment for Class V SD/MI Based on the 2013 Curriculum Criteria

| Dimensions | Indicator | Score Subtheme | | | Percentage (%) |
|------------------|--|----------------|---|---|----------------|
| | | 1 | 2 | 3 | |
| Spiritual (KI-1) | There are sentences that contain spiritual elements. | 4 | 1 | 3 | 62,5% |
| | Free from elements of pornography, SARA, even gender, and does not violate intellectual property rights. | 2 | 3 | 2 | |
| Social (KI-2) | Developing social aspects, attitudes, and character of students. | 4 | 4 | 4 | 100% |
| Knowledge (KI-3) | The breadth of content/material in textbooks is in accordance with KD on KI-3. | 4 | 3 | 3 | 81,94% |
| | The depth of content/material in textbooks is in accordance with KD on KI-3. | 4 | 3 | 3 | |
| | The accuracy of symbols and symbols in the content/material of textbooks. | 1 | 1 | 3 | |
| | The accuracy of definitions or concepts in the content/material of the textbook. | 3 | 4 | 4 | |
| | The accuracy of the principles in the content/material of the textbook. | 4 | 3 | 4 | |
| | The accuracy of the procedure in the material/content of the textbook. | 4 | 4 | 4 | |
| Skills (KI-4) | Reasoning | 4 | 4 | 4 | 100% |
| | Problem solving | 4 | 4 | 4 | |
| | Linkages | 4 | 4 | 4 | |
| | Communication (write and talk) | 4 | 4 | 4 | |
| | Application | 4 | 4 | 4 | |
| | Material attractiveness | 4 | 4 | 4 | |
| | Motivate students to seek further. | 4 | 4 | 4 | |

Based on the results of the evaluation, the book *The Integrated Thematic Theme of Our Friend's Environment for SD/MI Class V* published by Erlangga has fulfilled the eligibility of the content of textbooks based on the 2013 curriculum with detailed scores, namely (1) the percentage of eligibility scores for the contents of the book on the spiritual dimension is 62.5% which included in the fairly decent category, (2) the percentage of the feasibility score of the book

content on the social dimension was 100% which was included in the very decent category, (3) the percentage of the eligibility score of the book content on the knowledge dimension was 81.94% which was included in the feasible category, and (4) the percentage of eligibility scores for the contents of the book on the skills dimension is 100% which is included in the very feasible category.

Discussion

The evaluation results show that the frequency of appearance of religious character values, honesty, and discipline in the book *The Integrated Thematic Theme Our Friends for SD/MI Class V* published by Erlangga can be said to be very low. Whereas religious character values, honesty, and discipline are the main character values that need to be applied from an early age. Religious values related to the level of piety and obedience in understanding and implementing religious rules are the basis for animating other character values (Nuha, 2018: 31). In addition, the value of religious character also acts as a controller for adherents of religion in behaving because they know God as the All-Seeing, All-Hearing, All-Knowing, and All-Replying Creator. So that awareness grows about the good rewards that will be obtained if we do good and do not violate God's commandments as well as the recompense for sins for those of us who do not good. Through this awareness, students will also apply the value of honesty in everyday life because lying violates religious rules.

The character value of honesty means a person's behavior that shows the unity between his thoughts, words and actions. There is also a disciplinary character value which is an orderly and obedient behavior towards applicable norms (Listyarti, 2014: 6). The two character values above are the basis of the character values of responsibility which means individual behavior that carries out each of its obligations as it should be done, both its obligations to oneself, the surrounding social environment, and the natural environment (Mustari, 2014: 19). Therefore, each textbook should be able to bring up the application of religious character values, honesty character values, and more disciplinary character values.

Related to the low percentage of eligibility for the contents of the spiritual dimension in textbooks because there is one sub-theme that does not contain sentences containing spiritual elements. In addition, many pictures were found that were not equipped with the source address of the image and there was a gender bias in some of the reading texts in the book *The Integrated Thematic Theme of Our Friends for SD/MI Class V* published by Erlangga. The form of gender bias found is stereotypes aimed at women. Stereotypes are labeling or labeling that is detrimental to certain groups, then creates an injustice (Ulfah et al, 2019). One of the reading texts that contains stereotypes is the text "Saving Water" on page 118. The text displays a woman figure with domestic tasks. Domestic tasks are tasks related to housewives, such as washing, cooking, caring for children and so on. The existence of gender bias in textbooks can affect students' perspectives on women. There is also a reason for the low eligibility score for the contents of the *Integrated Thematic book Our Friend Environment Theme for SD/MI Class V* knowledge dimension, an indicator of the accuracy of symbols/symbols in the contents/material of textbooks because there are many typos, punctuation errors, and misuse of capital letters. Based on the results of the research, the order of the most types of errors in the use of symbols and symbols in the material/content in the book *The Integrated Thematic Theme of Our Friends for SD/MI Class V* published by Erlangga is an error in the use of capital letters, then a writing error (typo), and the last is an error. use of punctuation.

4. Conclusion

The conclusions obtained from the research on the feasibility evaluation of the contents of the *Integrated Thematic Book Our Friend's Environment for SD/MI Class V* published by Erlangga with the 2013 curriculum criteria, namely:

- a. The *Integrated Thematic Book on Our Friend's Environment for SD/MI Class V*, published by Erlangga, contains all the character values contained in KI-1 and KI-2, with a total of 169 character values, consisting of eight character values, with details , namely: 1) religious

character values appear 7 times; 2) the character value of honesty appears 7 times; 3) the disciplinary character value appears 3 times; 4) the value of the character of responsibility appears 13 times; 5) the character value of caring appears 55 times; 6) the value of politeness appears 19 times; 7) the value of self-confidence appears 23 times; and 8) the value of the character of love for the motherland appears 42 times.

- b. The Integrated Thematic Book on Our Friend's Environment for SD/MI Class V published by Erlangga is in the very proper category to use with an eligibility percentage of 88.54%.

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