Language Feasibility in Students' Textbooks Grade 1 Elementary School

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Keywords:	Abstract
Alignment Communicative Language eligibility Student development	***Background***: *This study evaluates the language feasibility of the Grade 1 student textbook on the theme Kegemaranku (My Favorites) from the 2013 Curriculum published by the Ministry of Education and Culture, focusing on its conformity to students' developmental levels, communicative effectiveness, and the coherence of its content structure.* ***Method***: *A qualitative descriptive approach with content analysis was employed. The data were collected from the Kegemaranku textbook and analyzed through an interactive model consisting of data reduction, data display, and conclusion drawing, based on the BSNP (National Education Standards Agency) textbook assessment guidelines.* ***Results:*** *The analysis revealed that the textbook achieved high feasibility scores: 94.79% for conformity with student development, 92.70% for communicativeness, and 96.35% for the alignment and integration of thought flow. These results categorize the textbook as "very feasible" across all assessed dimensions, although minor inconsistencies were found in explaining abstract concepts and applying Indonesian language rules in certain sub-themes.* ***Implication***: *The findings suggest that the textbook can effectively support Grade 1 students' cognitive, social-emotional, and language development. However, continual monitoring and refinement are recommended to ensure even higher linguistic clarity and developmental alignment, which are critical for achieving curriculum goals.* ***Novelty***: *This study offers a comprehensive and specific evaluation of language feasibility in early grade textbooks by integrating indicators of communicative clarity and developmental appropriateness based on the 2013 Curriculum. It highlights the need for systematic textbook reviews even for materials officially endorsed by national education authorities.*

INTRODUCTION

Education is basically an interaction between educators and students to achieve educational goals that take place in a certain environment. In fact, education is a means for students to develop their potential so that they become people who have the character and skills needed by society, nation and state, as stated in Article 1 Paragraph 1 of the National Education System Law No. 20 of 2003 that: Education is a conscious and planned effort to

create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. (Article 1 Paragraph 1 of the National Education System Law No. 20 of 2003).

The law states that in developing potential owned by students can be done through a planned learning process and learning atmosphere. With a planned learning process, it is expected that students can develop their potential in order to have the skills needed in community, national and state life.

The government's efforts to develop this potential, one of which is by developing the curriculum that has been implemented previously, namely the 2013 curriculum. According to Fadhli (2017) curriculum development is something that must be done in an effort to achieve educational goals. In addition to developing the curriculum, the government also provides adequate learning facilities and resources because the curriculum will not be optimal if the facilities and learning resources are not supportive. This is in line with the opinion of Desstya (2015) who stated that in implementing the 2013 curriculum, the government has planned a set of rules and suggestions and infrastructure that support the achievement of the expected educational goals.

Textbooks are mandatory reference books used in elementary and secondary education units or universities that contain learning materials in order to improve faith, piety, noble morals, and personality, mastery of science and technology, improve sensitivity and aesthetic abilities, improve kinesthetic abilities and health which are compiled based on national education standards. (Article 1 of Permendiknas No. 2 of 2008)

Utilization of textbooks as the main learning resource in accordance with

Regulation of the Minister of Education and Culture Number 8 of 2016 concerning books used in educational units in Article 1 paragraph 1 explains that textbooks are the main learning source for achieving basic competencies and core competencies whose suitability is tested by the Ministry of Education and Culture.

Textbooks play an important role in the learning process, so analysis or evaluation of textbooks needs to be done. This is in accordance with the opinion of Fatima (2015) who stated "Textbook evaluation has become a necessary practice in the field of teaching, seeking to assist in the choice of the best suitable book for a specific context." Based on this statement, it can be concluded that textbook evaluation is needed to help find book choices that are appropriate to the learning context in elementary schools. Chang (2017) stated that textbook analysis helps educational researchers understand the effectiveness of learning schemes and approaches so that they can provide assistance in understanding what is needed in the learning process and curriculum development.

Textbook feasibility analysis needs to be done, because by doing the analysis we can find out the extent to which the textbook used is appropriate to the applicable curriculum and the objectives and competencies to be achieved. If the textbook used is not analyzed first before being used, it is possible that the competencies to be achieved do not match the material in the teaching materials and this causes the expected competencies to be difficult to achieve and the expected educational goals are not realized. This is in accordance with the opinion of Warahmah (2017) who stated that in measuring the quality of textbooks, important aspects must be considered, including: the suitability of the content to the curriculum, the truth of the concept, language and presentation. analyze the contents of the book material first.

According to Zainudin (2017), the government has stipulated that textbooks used at elementary and secondary education levels before being used as learning resources in educational units must go through a stage of assessment of suitability for use by BSNP even though the book has been compiled by a team of experts in the field. Textbooks that have been reviewed by BSNP and published by the Ministry of Education and Culture does not

guarantee that the book is in accordance with all aspects of the assessment. In that case, we as the implementers of the curriculum may provide criticism, and conduct book analysis and review of the quality of textbooks in circulation.

In this case, the textbook to be analyzed is a grade 1 student textbook on the theme My Favorite. According to the researcher, the textbook needs to be analyzed to determine whether the language used is in accordance with aspects of appropriateness such as language use with student development, communicative language (communicativeness), and language that meets the requirements of coherence and integration or not.

Based on this background, researchers are interested in analyzing

student textbooks using the BSNP textbook suitability assessment guidelines (2016). The title of this research is "Analysis of Language Feasibility in Grade 1 Student Textbooks on My Favorite Theme".

METHOD

In this study, the author uses a qualitative descriptive research type. The research design used is content analysis. This research is an in- depth discussion of the contents of written or printed information. According to (Holsti in Syamsul Ma'arif) stated that content analysis is any technique used to draw conclusions through efforts to find message characteristics, and is carried out objectively and systematically.

The data source in this study is the 2013 Curriculum textbook published by the Indonesian Ministry of Education and Culture, namely the student book for grade I on the theme My Favorites. Data analysis in this study includes three activities or analysis paths, namely: (a) data reduction, (b) data presentation, and

(c) drawing conclusions (Miles and Huberman). This study was conducted from August to October 2019.

HASIL

After conducting a language feasibility analysis on the grade 1 student textbook on the theme of my favorite in terms of suitability to the level of student development, communicative aspects, and aspects of the sequence and integration of thought flow. The following analysis results were obtained:

Analysis of language suitability in terms of suitability to the level of student development

The language suitability in terms of suitability to the level of student development in the book has a percentage of 94.79%, falling into the very suitable category. There are two indicators/aspects of suitability in terms of suitability to the level of student development. The first indicator is suitability to the level of intellectual development. In this item, each sub-theme contains several learning activities in the use of language that are not yet in accordance with the level of intellectual development of students. The results of the analysis of each sub-theme can be seen in the diagram below:
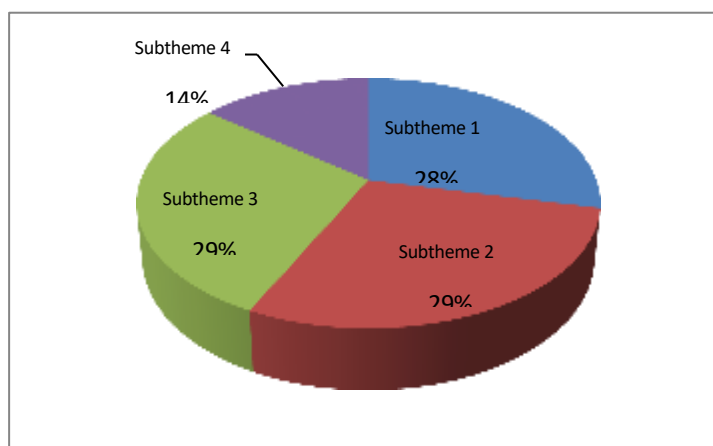
Figure 1. Diagram of the level of development conformity items
Intellectual

Results of research on grade 1 student textbooks My Favorite Theme The 2013 curriculum published by the Ministry of Education and Culture shows that in terms of the indicator or aspect of suitability with the level of intellectual development, the value obtained is 89.58% or in the very appropriate category.

In the second indicator, namely the suitability with the social emotional level, there is no inappropriate learning, all learning in each sub-theme is in accordance with the level of social emotional development of students. The value obtained in this item is 100% or in the very feasible category.

Analysis of Language Feasibility in terms of communicativeness.

Language Feasibility in terms of communicativeness in the book has a percentage of 92.70%, falling into the very feasible category. There are two indicators/aspects of feasibility in terms of communicativeness. The first indicator is message readability. In this point, each sub-theme contains several lessons in the use of language to convey messages that are not common in written Indonesian communication. The results of the analysis of each sub-theme can be seen in the diagram
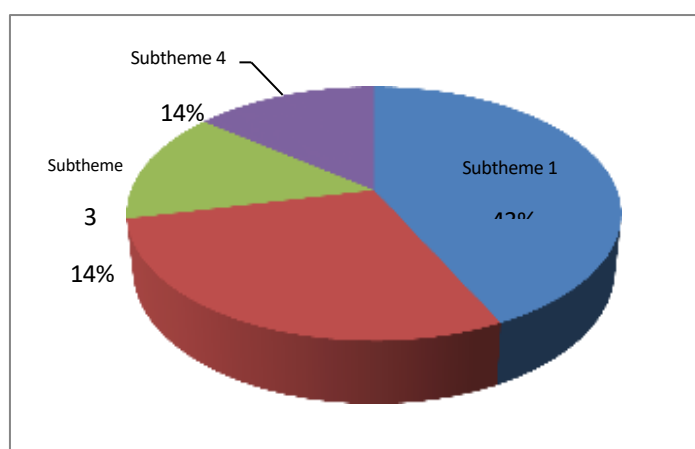

Figure 2. Message readability grain diagram.

The results of the study of the 2013 curriculum textbook for grade 1 students on the My Favorite Theme published by the Ministry of Education and Culture show that the indicator or aspect of message readability obtained a score of 92.70% or in the very appropriate category.

In the second indicator, namely the accuracy of language rules, there are several lessons in the arrangement of words and sentences that do not refer to Indonesian language rules and in the use of terms that describe concepts that are not appropriate with the communicative aspect. The results of the analysis of each sub- theme can be seen in the diagram below :
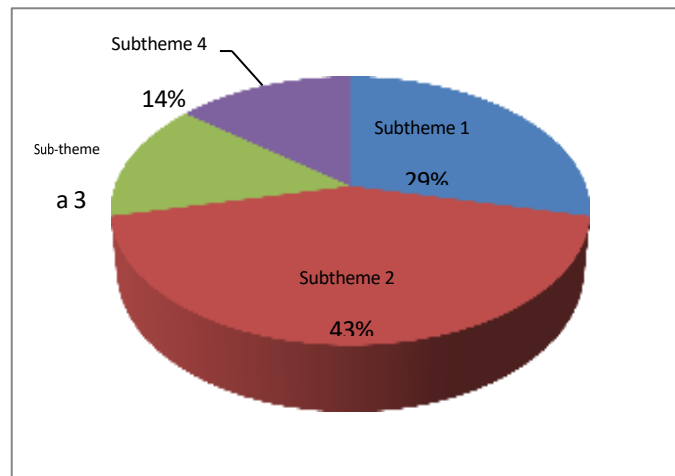

Figure 3. Diagram of language rule accuracy items

In the language rule accuracy indicator, the value obtained for this item is 92.70% or in the very appropriate category.

Analysis of language feasibility in terms of sequence and integration of thought flow.

The feasibility of the language in terms of the sequence and integration of the flow of thought in the book has a percentage of 96.35%, falling into the very feasible category. There are two indicators/aspects of feasibility in terms of suitability with the level of student development. The first indicator is the sequence and integration between chapters, there is no inappropriate learning, all learning in each sub-theme in the delivery of language between one chapter and other adjacent chapters is coherent and integrated and between sub-chapters in the chapter reflects a logical relationship. The value obtained in this item is 100% or in the very feasible category.

In the second indicator, namely the sequence and integration between paragraphs. In this item, each sub-theme contains several learning in delivering messages between adjacent paragraphs between sentences in some learning, some are not coherent and integrated. The results of the analysis of each sub-theme can be seen in the diagram below:
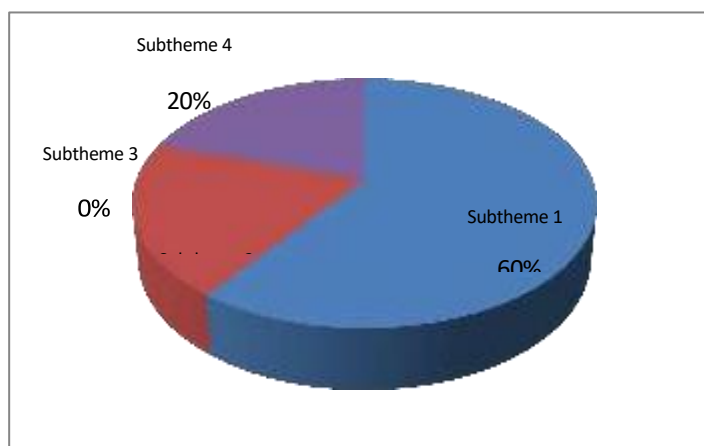
Figure 4 diagram of the sequence and integration between paragraphs.

The results of the study of the grade 1 student textbook for the My Favorite Theme of the 2013 curriculum published by the Ministry of Education and Culture show that for the indicator or aspect of sequence and integration between paragraphs, the value obtained was 92.70% or in the very appropriate category.

DISCUSSION

Language suitability in terms of suitability to the level of student development

To determine the suitability of language in this aspect, there are two aspects that are considered. First, from the aspect of suitability with the level of intellectual development. After conducting an analysis of this aspect, the results obtained include: in this aspect, out of 24 lessons, there are 7 lessons in the use of language to explain abstract concepts, illustrations and examples that are not in accordance with the level of intellectual development of students.

In Subtheme 1, there are two lessons that are not yet appropriate, namely lessons 3 and 5. In subtheme 2, there are two lessons that are not yet appropriate, namely lessons 1 and 6. Then in subtheme 3, there are two lessons that are not yet appropriate, namely lessons 1 and 2. While in subtheme 4, only one lesson is not yet appropriate, namely lesson 3.

Second, from the aspect of suitability with the level of social emotional development. After conducting an analysis of this aspect, the results obtained include: in this aspect, all learning in each sub-theme as a whole, the language used is in accordance with the social and emotional maturity of students and the illustrations already describe the concept of the closest environment.

From the results of the analysis of these two aspects, the appropriateness of the language in terms of suitability to the level of student development in the grade 1 student textbook, my favorite theme, is in the very appropriate category. This is in line or in accordance with research conducted by Purnanto (2016) with the title "Analysis of the Feasibility of Language in Theme 1 Class I Elementary School Textbooks 2013 Curriculum" where the suitability of language in theme 1 textbooks for Class 1 Elementary School from this aspect is included in the good category.

The appropriateness of the language in terms of communicativeness

To determine the appropriateness of the language in this aspect, there are two aspects that are considered. First, from the aspect of message readability, after conducting an

analysis of this aspect, the results obtained include: in this aspect, out of 24 lessons, there are 7 lessons in the presentation of messages that are not common or not in accordance with written communication in Indonesian and are not clear in their delivery. In Subtheme 1, there are three lessons that are not clear, namely lessons 3, 4 and 5. In subtheme 2, there are two lessons that are not yet appropriate, namely lessons 1 and 6. Then in subtheme 3, there is one lesson that is not yet appropriate, namely lesson 2. While in subtheme 4, only one lesson is not yet appropriate, namely lesson 2.

Second, from the aspect of the accuracy of language rules, after conducting an analysis of this aspect, the results obtained include: in this aspect, out of 24 lessons, there were 7 lessons in the arrangement of words and sentences does not refer to the rules of the Indonesian language and the use of terms that describe concepts does not correspond to the communicative aspect. In Subtheme 1 there are two unclear learning activities, namely learning activities 5 and 6. In subtheme 2 there are three learning activities that are not yet appropriate, namely learning activities 1, 4 and 6. Then in subtheme 3 there is one learning activity that is not yet appropriate, namely learning activities 5. While in subtheme 4 there is only one learning activity that is not yet appropriate, namely learning activities 2.

From the results of the analysis of these two aspects, the appropriateness of language in terms of communicativeness in the textbook for grade 1 students, my favorite theme, is in the very appropriate category. This is in line or in accordance with research conducted by Anisah (2014) with the title "Analysis of Class I Elementary School Student Books 2013 Curriculum with My Favorite Theme" where the suitability of the language in student textbooks with my favorite theme from this aspect is included in the good category.

Language suitability in terms of coherence and integration of thought

flow To determine the feasibility of language in this aspect, there are two aspects that are considered. First, from the aspect of coherence and integration between chapters, after conducting an analysis of this aspect, the results obtained include: in this point all learning in each sub-theme as a whole, in the delivery of language between one chapter and other adjacent chapters is coherent and integrated and between sub-chapters in the chapter reflects a logical relationship.

Second, from the aspect of coherence and integration between paragraphs, after conducting an analysis of this aspect, the following results were obtained: in this aspect, out of 24 lessons, there were 5 lessons in delivering messages between adjacent paragraphs, between sentences in several lessons, some of which were not coherent and integrated. In Subtheme 1, there were three lessons what is less clear is learning 4, 5 and 6. In subtheme 2 there is one learning that is not appropriate, namely learning 2. And in subtheme 4 there is only one learning that is not appropriate, namely learning 4.

From the results of the analysis of the two aspects, it was found that the feasibility of the language in terms of the sequence and integration of the flow of thought in the textbook for grade 1 students on the theme of my favorite is in the very feasible category. This is in line with or in accordance with the research conducted by Nisa (2015) entitled "Analysis of the Feasibility of the Contents of the Textbook for Grade IV Elementary School Students on the Theme of Caring for Living Things in the 2013 Curriculum Published by the Ministry of Education and Culture" where the feasibility of the contents of the textbook for grade IV elementary school students on the theme of caring for living things from this aspect is included in the very feasible category.

Based on the analysis and discussion of the book, a comparison of the percentage of language suitability from each aspect was obtained, which can be seen in the following diagram :
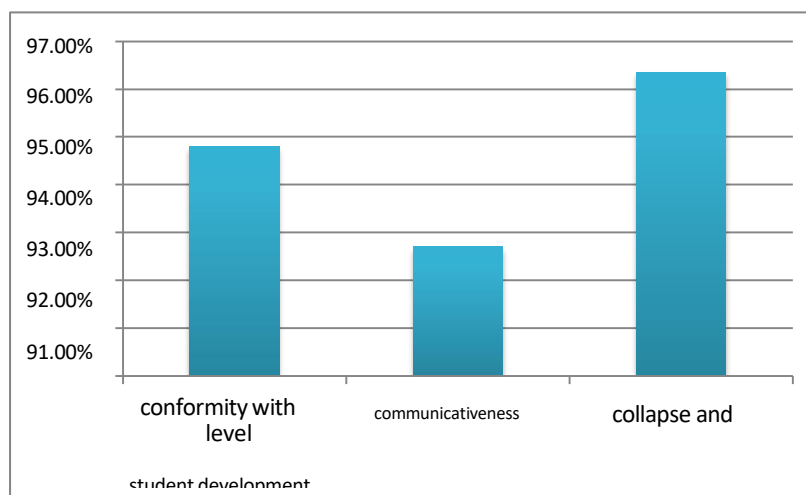
Figure 5. Comparison diagram of language feasibility from each aspect

CONCLUSION

Based on the analysis and discussion of textbooks that have been carried out, it can be concluded that the quality criteria for the appropriateness of language textbooks for class 1 students with the theme My Favorite are as follows: Language suitability in terms of suitability to the level of student developmentincluded in the very appropriate category can be seen from the aspect of suitability with the level of intellectual development and the level of social emotional development that haseligibility percentage 94.79%; The language suitability in terms of communicativeness is included in the very suitable category, which can be seen from the aspect of message readability and the accuracy of language rules which have a suitability percentage of 92.70%; The language suitability in terms of the sequence and integration of the flow of thought is included in the very suitable category, which can be seen from the aspects of sequence and integration between chapters and sequence and integration between paragraphs which have a suitability percentage of 96.35%.

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