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Literacy Analysis of Indonesian Textbook for Senior High Schools

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Abstract

Literacy is the foundation for the success of the learning process. Implementation of proper literacy in textbooks can support successful learning. This research is a literacy study contained in Indonesian language textbooks for senior high schools. The purpose of this study is to describe literacy in the format and presentation of teaching materials. The textbooks of Bahasa Indonesia analyzed were class XI. Information from the textbook collected, selected, and analyzed based on literacy concept criteria. The research method using the content analysis. The results of the study show that the Indonesian language textbooks for class XI have not been developed on a good literacy basis. The research results can be used as a reference for the preparation of literacy-based textbooks for Indonesian and other subjects.

Keywords: Literacy; textbook; curriculum

1. Introduction

Books have an important role in the process of learning and developing knowledge. Books are one of the teaching materials that support the successful achievement of the learning process. Thus, the book is a mandatory component that must exist in educational institutions, both formal and non-formal institutions. Likewise, school textbooks have an important role in learning.

Textbooks used in schools must have correct content, systematic presentation, appropriate language and readability, and functional graphics [1]. Basically, a good textbook is one that serves as an effective learning tool. A good textbook is a textbook that can help students learn.

Analyzing textbooks is a good way for the teacher to know how the quality of the textbooks used in the learning system. One of the determining factors for student success in using textbooks is determined by the quality of the textbooks. So far, the study of textbooks refers to the measurement of the quality of textbooks based on aspects of suitability of content with the curriculum, correctness of content, systematic presentation, use of functional language and graphics. Analysis of textbooks based on this has been widely studied. An important aspect that must be present in textbooks is textbook literacy.

The 2013 curriculum has contents that are considered as XXI century skills, namely literacy, competence, and character. Literacy in learning or in supporting facilities for successful learning in the form of textbooks has an important role and function. Literacy is an international program (UNESCO) to improve the quality of human resources. The literacy program in Indonesia at schools is known as the School Literacy Movement program with a core activity of reading 15 minutes every day before the start of lessons. This activity continues into the development and learning stages with increasing time and weight. The implementation of the literacy movement at this learning stage has not been carried out properly.

Textbooks as a support for learning should also contain elements of literacy in presenting lesson content. Research on textbooks is generally about the suitability of the book's contents to the curriculum, readability, and learning models in textbooks. Research on literacy elements in Indonesian language textbooks has never been conducted.

This research specifically aims to obtain information about literacy descriptions contained in Indonesian language textbooks for senior high schools. In detail, this study aims to find out the quality of literacy development in the tasks and exercises developed.

The research is expected to be useful for the academic and practical world. The academic benefits of this research include: (1) it can make a conceptual contribution to academics, especially in the field of Indonesian language education, and (2) it can be used as a support and comparison of concepts that have emerged before, so that it can be used as a reference for other researchers related to writing textbooks. In addition, this research is also expected to provide practical benefits, namely providing practical information about the preparation and evaluation of textbooks.

Based on the description above, this study aims to answer the following problems: How are the literacy aspects of Indonesian language textbooks for senior high schools?

2. Methods

The research method is a qualitative paradigm-based method. The method used is content analysis which analyzes trends and patterns [2]; accompanied by discourse analysis. This design was chosen with the aim of obtaining comprehensive data and assessment according to the characteristics of the data and research objectives.

The research subjects were Indonesian language textbooks for SMA/MA published by Puskurbuk, Kemendikbud class XI [3]. The data in this study were determined sequentially and purposively based on units or chapters in textbooks. Data is classified systematically. The data and information obtained were analyzed quantitatively and qualitatively. After being integrated then stated descriptively.

Each method of text analysis must be able to provide two important pieces of information, namely the position and function of each unit of analysis and the internal structure of the unit of analysis. In other words, the method of text or essay analysis must be able to divide a text into analysis units and determine the position of these units in the discourse framework as a whole. The next data analysis technique is used to find information on implementing literacy in the content of Indonesian language textbooks for senior high schools.

The validity of this research data was carried out by diligent observation, triangulation, peer-review, referential adequacy, bold description, and editing. Therefore, it is possible to add data so that the inferences taken are considered adequate in explaining the phenomenon of the rhetorical model.

3. Results

The Indonesian language textbooks studied were published by Ministry of Education and Culture in 2017. The authors are Suherli, Maman Suryaman, Aji Septiaji, and Istiqomah. The analysis is focused on analyzing official text books published by the Center for Curriculum and Books as the aim of this research is to strengthen learning through the development of literacy-based teaching materials. The purpose of this analysis is to see the advantages and disadvantages of teaching materials in terms of implementing literacy. Based on the findings of this needs analysis, it can be used to design principles and designs to develop literacy-based teaching material models. These principles and designs serve as a reference for developing literacy-based teaching material model products.

The focus of this analysis is the format and content of textbooks in one chapter which are selected purposively because the format and content of all chapters tend to be exactly the same. The results of the analysis of Indonesian language textbooks are that these Indonesian learning textbooks actually have very little "learning". The lack of "learning" is characterized by the absence of a specific learning model syntax that forms the framework of the book concept (framework). The book or chapter format is like transferring the lecture method into the book. The lack of "learning" is also due to the lack of implementation of literacy in the contents of the book. This Indonesian language textbook is similar to a non-learning textbook full of information alone. Literacy, namely the application of language and thinking skills in instructions, assignments, and exercises developed in all chapters (books) has not been realized clearly and firmly.

The format and content developed in Indonesian textbooks that describe certain learning syntax have not yet been seen in the table of contents. Based on the format of the chapters in the table of contents, it can be seen that the flow follows the division of competence standards (Curriculum of 2013). The use of the KD flow approach does not yet detail the objectives of each activity/stage. Literacy has not yet been fully developed through instructions and tasks that require higher-order thinking skills, while ethical literacy has not yet occurred. At the end of each chapter, it is closed with project assignments that require special time but activities and assessments occur at the end of learning. The final conclusion is that the application of literacy (language and thinking skills) in the instructions, assignments, and exercises developed in the entire chapter (book) has not been realized clearly and firmly.

4. Discussion

The details of each chapter contain a uniform format, namely: construct, design, analyze and develop. The descriptions of these four lessons were developed with uniform sub-learning, namely: Activity 1 (example text); Task; Activity 2; Task; etc. The subchapter structure is activities (containing information or explanations) and tasks.

The format and content of Indonesian language textbooks are developed topic-based or content-based. This is characterized by learning objectives (learning experiences) which use the main words construct, design, analyze, and develop. Literacy [4], which is characterized by fostering and developing reasoning abilities (language and thinking) to solve problems in everyday life, has not been realized in textbooks. The conclusion of the analysis, the application of literacy (the ability to reason through learning stages) in the instructions, assignments, and exercises developed in all chapters (books) has not been realized clearly and systematically.

The development of teaching materials is carried out to support the achievement of the curriculum. To achieve this goal teaching materials are developed based on a particular learning model concept so that teaching materials have a clear direction

which is manifested in how competencies are developed in teaching materials. Textbooks that were analyzed did not show as learning textbooks. The textbooks were developed with a predominance of devoting topical knowledge to certain subjects. If so, the function of the textbook to support the achievement of the curriculum becomes less significant, especially if the teacher teaches subjects as written in the textbook. This kind of shortage of textbooks can be minimized if the teacher optimally uses a learning model that can make up for the shortage of textbooks.

The invisible application of literacy in textbooks can be caused by the teacher's ignorance of the concept of literacy and the teacher's mastery of certain learning models. This cause cannot be used as an excuse to blame the teacher. Textbooks should indeed be developed with the right literacy concept so that learning can be achieved more optimally. The need that must be immediately sought for a solution is how to apply literacy in learning that is more systematic and easy to apply by teachers in learning.

These textbooks were developed with the predominance of providing topical knowledge in certain subjects. If so, then the function of textbooks to support curriculum achievement will be less significant, especially if the teacher teaches subjects like what is written in the textbook. This kind of textbook shortage can be minimized if teachers optimally use learning models that can cover textbook deficiencies.

Teaching materials are an important element and are the most visible part of the curriculum. If the syllabus determines the direction and purpose of a content and language learning experience as a framework, then the teaching material is the flesh that fills the framework [5]. The publication and design is the basis for designing principles and designing models of teaching materials based on integral literacy.

5. Conclusions

The Class XI Indonesian Language Textbooks have not been developed by applying literacy in the learning structure and format as illustrated in the entire contents of the chapters. Chapter format does not indicate the syntax of a particular learning model. All chapter sections are provided for informational purposes only. Class XI Indonesian Textbooks need to be totally revised so that they contain literacy which can improve the results of learning Indonesian. Likewise books for class X and XII which are developed in the same way as class XI books.

Indonesian language textbooks should be a model for applying literacy in the development of textbooks. This model will certainly be a reference for other subjects. Literacy must be the basis for the development of textbooks, across subjects.

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