

## THE ANALYSIS OF 4<sup>th</sup> GRADE STUDENT TEXTBOOK BASED ON THE 2013 CURRICULUM ON THE THEME OF *PAHLAWANKU* WITH THE SUBTHEME OF *PERJUANGAN PARA PAHLAWAN* (LESSON SIX)

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### ABSTRACT

The purpose of this research is to determine the compatibility of the 4<sup>th</sup> grade student textbook based on the 2013 Curriculum on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six based on the core competencies, learning objectives, indicator, learning activity, materials, tools and learning resources. This section is the 6<sup>th</sup> fragment of eighteen analysis of learning activities plan in 4<sup>th</sup> grade students' 2013 Curriculum-based textbook. The research method of this study is descriptive qualitative method by analyzing documents. The analysis revolves on the rule of Ministry of Education and Culture, an article discussing about the implementation of 2013 Curriculum, and article from website of National Education Standards Board (*BSNP*). The results found that core competencies of mathematics that do not appear in the competency mapping in learning materials, indicators of Science (*IPA*) Subject do not match the needed of basic competencies, learning objectives that are not in accordance with the formulation of indicators. Besides, too little materials of Science (*IPA*) and Physical, Sport and Health Education (*PJOK*) Subjects, learning subject and tools are also not listed in student textbook. Based on the results of the analysis, it was concluded that student textbook of of 4<sup>th</sup> grade student textbook based on the 2013 Curriculum on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six needs a lot of improvement.

**Keywords:** *Analysis, Student Textbook, Curricullum Of 2013*

### INTRODUCTION

Learning resources can be interpreted as everything that can be utilized to achieve the goal of learning. According to Wasita quoted by Prastowo (2014: 126) Learning resources are divided into two kinds, they are: (1) Learning resources by utilization and (2) Learning resources by design. Learning resources are everything around us that can be utilized for learning purposes. For example: newspapers, television broadcasts, markets, museums, zoos, mosques, and religious leaders. While the source of designed learning is a learning resource that is intentionally planned and made to achieve certain learning goals. Examples: package books, worksheets, modules, manuals, transparencies, films, encyclopedias, brochures, strip films, slides, and video.

Textbooks or commonly known as a book are the most commonly used learning resources. Textbooks are learning resources designed deliberately to achieve specific learning goals. Achievement of learning objectives carried out through learning activities every day. The learning activities delivered learning materials or often referred to as teaching materials. This

collection of materials is usually the content of the textbook. The teaching materials itself have certain criteria in the selection. Quality criteria of teaching materials include feasibility (validity), practicality, and effectiveness (Furidaniyah and Mersigit, 2012). Eligibility criteria refer to the validity of a material to be displayed. The material must be completely valid and validated. Practical criteria are easily understood material. Effective criteria mean that material must be able to give a deep impression when it was taught.

Since July 15, 2015, a new curriculum of 2013 has been introduced. The implementation of 2013 Curriculum in elementary school is conducted in 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 4<sup>th</sup> grade and 5<sup>th</sup> grade (BNSP: 2014). In line with this, the Ministry of National Education and Culture in cooperation with the Center of Curriculum and Books (*Puskurbuk*) has published the 2013 Curriculum-based; teacher and student textbooks. The 2013 Curriculum-based textbook is expected to help students to achieve the learning purposes.

However, after it was used for two years, the textbooks that have been published by *Puskurbuk* did not meet the demands of 2013 Curriculum. The statement by Harta in an article on 5<sup>th</sup> October 2013 on the official website of *Kompasiana*, said that "This textbook (the student textbook) does not yet fulfill the demands of the 2013 curriculum, that books must be work-based, while the student textbooks (viewed from teacher textbook) contain theory. "There are a lot of misconceptions and obscure concepts". In another article it was also found some complaints related to Core Competence (*KD*) and indicators. "There is *KD* in syllabus and the textbook of 2013 Curriculum is not in accordance with the Ministerial Regulation". There is *KD* that is not contained in the syllabus or textbook of 2013 Curriculum. The *KD* is not proportional. It is weak in understanding *KD* and formulating the indicators". This statement was delivered by Prastica on October 22, 2014 on the official website of *Kompasiana*. Minister of Education and Culture, Anies Baswedan, in an article on the official site of *Sindonews* revealed that "the mistakes are so severe, such as there is no match between *KD*, material with what is in the hands of students." Curriculum observers, Retno Listyarti also revealed the similar in the same article "there is no match between the syllabus document, *KD* and the textbook".

The purpose of this research is to know the appropriateness of the 4<sup>th</sup> grade student 2013 Curriculum-based on the theme of *Pahlawanku* based on the *KD*, indicators, activities, materials, tools and learning resources. The 4<sup>th</sup> grade student 2013 Curriculum-based on the theme of *Pahlawanku* is divided into 3 themes with 6 lessons on each theme. Thus, this research is limited to 4<sup>th</sup> grade student 2013 Curriculum-based on the theme of *Pahlawanku* with the 1<sup>st</sup> subtheme *Perjuangan Para Pahlawan* on lesson six. It is carried out to improve research accuracy and maximize the research result.

## METHOD

This research using descriptive qualitative method by analyzing the contents of documents related to the research problem, namely: the 4<sup>th</sup> grade student textbook on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six, based on the 2013 Curriculum. The analysis refers to the Regulation of the Ministry of Education and Culture, No. 65, 2013 on the Standard Process of Primary and Secondary Education, Regulation of Ministry of Education and Culture No. 67 of 2013 on the Basic Framework and Curriculum Structure of Elementary School/*Madrasah Ibtidaiyah*, Regulation of the Ministry of Education and Culture No. 11 of 2005 on Textbook Lessons, Law No. 20 of 2003 on National Education System, and articles related to the implementation of the 2013 Curriculum and official articles from the *BSNP* website.

The variables in this study are *KD* incompatibility, indicators, objectives, activities, materials, tools and learning resources in the 4<sup>th</sup> grade student textbook based on the 2013 Curriculum on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six. The data is collected through the following steps;

1. The first thing researcher do is to create a suitability analysis format along with the description of conformity. Furthermore, the researcher collects research documents in the form of: 4<sup>th</sup> grade student textbook on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six, teacher textbook of 4<sup>th</sup> grade IV on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six, Regulation of Ministry of Education and Culture No. 65 2013 on Standard Process of Primary and Secondary Education, Regulation of Ministry of Education and Culture No. 67 of 2013 on Basic Framework and Structure of Elementary School Curriculum/*Madrasah Ibtidaiyah*, Regulation of the Ministry of Education and Culture No. 11 of 2005 on the Textbook, Law no. 20 of 2003 on National Education System, articles related to the implementation of 2013 Curriculum, and articles from the official website of BSNP.
2. After the required documents are collected, the researcher begins to analyze the compatibility and incompatibility of each *KD*, indicators, objectives, activities, materials, tools and learning resources on each lesson in the 4<sup>th</sup> grade student textbook based on the 2013 Curriculum. "Heroes" theme, referring to the official documents collected earlier. After the analysis is done, compliance and incompatibility are sorted. The incompatibility is collected and tabulated in three tables according to each subtheme of the lesson.

**Table 1 Assessment Grid**

Domain	Primary Attention	Description
Core Competency	1. <i>KD</i> used in learning.	1. <i>KD</i> is the true <i>KD</i> of the subject. 2. Numbering <i>KD</i> as stated in Curriculum of 2013.
	2. Compatibility of <i>KD</i> mapping.	1. The hierarchy-based on the concept of science or the degree of difficulty of matter. 2. <i>KD</i> related based on teaching materials, themes, both in one subject and between lessons.
Indicators	1. Indicators of each lesson.	1. Meet the demands of <i>KD</i> . 2. The hierarchy based on the level of competence to be achieved. Depart from Bloom's C1-C6 Taxonomy. 3. Includes measurable competencies. 4. Using operational verbs.
	2. The order of indicator usage of each <i>KD</i>	The hierarchy based on the level of competence to be achieved. Depart from Bloom's C1-C6 Taxonomy.
	3. Compliance indicators with <i>KD</i>	Indicators include competencies in <i>KD</i>
Learning	Compatibility of	1. Objectives include components in the

<b>Domain</b>	<b>Primary Attention</b>	<b>Description</b>
Objectives	learning objectives with pre-defined indicators.	indicator 2. Use a phrase that describes the indicators specifically.
Learning Activities	The compatibility of learning activities with goals that will be achieved	1. Learning activities accommodate all learning objectives. 2. The flow of activity is clear. 3. In accordance with the scientific learning step.
Material	1. Material compatibility with learning objectives.	1. Materials meet the demands of learning objectives, not widened and not narrowed. 2. The order of presentation of the material in accordance with the learning activities.
	2. Material depth of each meeting	1. The portion of the presentation of the material according to the degree of difficulty of the material. 2. Presentation of materials in accordance with the needs of learning activities, it does not depend on the availability of materials from other sources.
Tools and Learning Resources	1. The types of learning tools and resources that are used to support learning	The presence or absence of supporting tools and resources.
	2. The compatibility of learning tools and resources with learning materials.	Tools and resources support the delivery of material.
	3. The compatibility of learning tools and learning resources with learning activities.	Tools and resources facilitate learning activities.

The following table is the format of the compatibility analysis of 4<sup>th</sup> grade student textbook based on the 2013 Curriculum on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six.

**Table 2 Format Analysis**

Subtheme :			
Lesson learned :			
No	Section to be analyzed	The results of the analysis	
		Compatibility	Incompatibility
1	Core competencies		
2	Indicators		
3	Learning objectives		
4	Learning activities		
5	Materials		
6	Learning tools and resources		

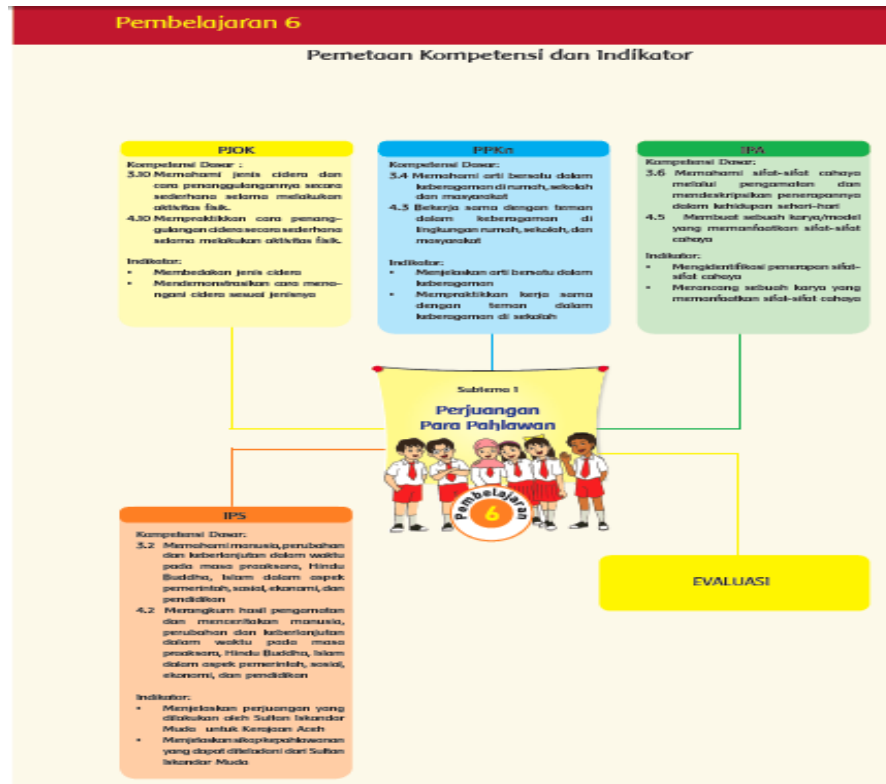
**RESULT**

**Tabel 3 Result of Analysis 4<sup>th</sup> Grade Student Textbook on the Theme of *Pahlawanku* with the Subtheme of *Perjuangan Para Pahlawan* on Lesson Six.**

Lesson 6	Incompatibility	1. The <i>KD</i> of Mathematics Subject is not included in the mapping but appears in the learning materials
		2. It should be added indicators of Science Subject
		3. Learning objective number 2 is not covered by the indicator
		4. The materials between subject is less related
		5. It should be added to the subject matter of Science ( <i>IPA</i> ) and Physical, Sport and Health Education ( <i>PJOK</i> )
		6. The recommendation that provide supporting learning resources clearly in the column of tool/learning resources

**DISCUSSION**

In Figure I, it can be seen that in lesson six there are Physical, Sport and Health Education (*PJOK*), Civics Education (*PKn*), Science (*IPA*), and Social Studies (*IPS*) Subjects. The *KD* mapping is based on material interrelationships. This is based on the explanation in the *KTSP* General Guidelines by *BSNP* (2006: 15). The Decree in the 2013 Curriculum is called the Core Competencies (*KI*) needs to be assessed by taking into account the following matters: (1) the order based on the hierarchy of scientific discipline concepts and/or the level of material difficulty, does not have to always be in accordance with the order in the Content Standards (*SI*); (2) the relationship between *SK* and *KD* subjects; and (3) the relationship between *SK* and *KD* between subjects. Even though the discussion of the *BSNP* article refers to the use of *KTSP* 2006, in principle, the *KD* mapping must be presented in accordance with the relevance and level of material difficulties between subjects. According to the research, *KD* mapping on lesson six is appropriate.



**Figure1. Competency Mapping and Indicators of Lesson Six Sub-theme Perjuangan Para Pahlawan**

According to Table 3 point 1 which states *KD* of Mathematics Subjects are not listed in the *KD* mapping, but appear in the learning material. This material appears on page 48 of the exercise section. It is true that in the *KD* mapping there are information of evaluation, it means that an assessment process will be carried out on the learning of one theme. However, it is not justified to provide mathematic material in previous learning which is then assessed at the next meeting after providing other material. According to researchers, it is better to do reflections in advance relating to mathematic material or re-enter mathematic material in the learning process.

Table 3 points 2 states that it is necessary to add indicators of *IPA* Subjects. It relates to the compatibility of the indicators used in learning with the learning objectives to be achieved. In the learning objectives section, there are three objectives to be achieved in the form of identifying the application of the light properties, designing objects that utilize the nature of light and making simple loops. However, the indicators only cover identifying the application of the light properties and designing a work. According to the research, the work in question is making a simple loop earlier. Then you should add specific types of work to the learning objectives, so there are only two learning objectives, one of which contains designing a simple loop.

**Tujuan Pembelajaran:**

- Dengan mencari informasi, siswa mampu menjelaskan perjuangan yang dilakukan oleh Sultan Iskandar Muda dengan benar dan berani.
- Dengan mencari informasi, siswa mampu menceritakan hasil dari perjuangan Sultan Iskandar Muda dengan benar dan berani.
- Dengan melihat demonstrasi dari guru, siswa mampu mendemonstrasikan sendiri cara menangani cedera lecet dengan cermat.
- Dengan melihat demonstrasi dari guru, siswa mampu mendemonstrasikan sendiri cara menangani cedera lepuh dengan cermat.
- Dengan mengidentifikasi penerapan sifat-sifat cahaya, siswa mampu merancang sebuah karya yang memanfaatkan sifat-sifat cahaya dengan benar dan pantang menyerah.
- Dengan merancang benda yang memanfaatkan sifat cahaya, siswa mampu menjelaskan hasil percobaannya dengan benar dan berani.
- Dengan praktik bekerja sama membuat lup sederhana, siswa mampu menjelaskan arti bersatu dengan tepat dan berani.
- Dengan membuat lup sederhana, siswa mampu mempraktikkan sikap kerja sama dengan tepat.

**Figure 2. Learning Objectives on Lesson Six Sub-Theme *Perjuangan Para Pahlawan***

In Table 3 point 3, it is said that learning objective number 2 is not covered by the indicator. Meanwhile, in Table 3 point 4, it is said that learning material is less related. It can be seen in the presentation of material in the student textbook. The first material presented was the figure of *Sultan Iskandar Muda*. Next, there is the picture of a child suffering from a knee injury due to a fall and blisters caused by hot water. Even though it is in accordance with basic competencies, the relationship between the two materials is completely invisible. Furthermore, students conduct experiments creating simple loops using plastic wrap. It does not appear to be a relationship between this material and the previous material. Then, it proceed with an exercise containing the attitude of the hero and the struggle of the hero. After working on the exercise, it is continued with a matter of evaluating one theme thoroughly without reflection. Then, the relationship between matter is invisible and the process becomes disjointed.

In Table 3 Point 5, it is said that it should be added to the subject matter of Science and *PJOK*. This is related to point 4. Apart from unrelated material, the material for each subject presented in the student textbook is very small. In the subject matter of Science, there is no material given about identifying the use of the properties of light. Students directly practice making simple loops. It is the same as the case of *PJOK* subject. There is no material about minor injuries and how to handle them according to indicators distinguishing the type of injury. While there are many types of injuries. It is true that the two examples in the material are those that are frequent and might occur in students. However, for the material as a whole, it is necessary to provide more material about the types of injuries that may be experienced by learners when exercising at school such as health problems or broken bones.

Table 3 points 6 states that it is advisable to provide supporting learning resources in the learning tools/resources column. In the learning tools and resources column, there are no clear book recommendations. It is only given reading information about *Sultan Iskandar Muda*. It could be that a book prepared provides information that is not in accordance with the learning needs. It is better to attach it clearly to the teacher textbook so that it can be reproduced or read by both, the teachers or students. Because the expected material is specific to the attitude of heroism and the struggle carried out.

Media/Alat Bantu dan Sumber Belajar:

Peralatan untuk percobaan kaca pembesar (lup), berbagai bahan bacaan tentang Sultan Iskandar Muda.

**Figure 3. Media/Tools and Learning Resources Column on Lesson Six sub-theme *Perjuangan Para Pahlawan***

Based on the results of the study, it can be concluded that the 4<sup>th</sup> grade student textbook on the theme of *Pahlawanku* with the sub-theme of *Perjuangan Para Pahlawan* in lesson six has some mismatches. This mismatch includes inappropriate of *KD* that is mapped and implemented in the form of material in learning activities, indicators that are incomplete, the goals that do not appear and material that does not cover the entire contents of *KD*, it did not match and the learning tools and resources are not written clear.

Regarding the conclusion above, the researcher suggests the improvement of 2013 Curriculum of 4<sup>th</sup> grade student textbook on the theme of *Pahlawanku* with the sub-theme of *Perjuangan Para Pahlawan* in lesson six as described in the discussion. In addition, researcher suggest teachers to analyze the contents and appropriateness of the material before using it. Teachers should provide supporting tools and resources to increase the meaningfulness of learning activities.

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