

# Redesign of Indonesian Language Textbooks Based on Student Needs Analysis

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## ABSTRACT

The available Indonesian language textbooks, both compulsory and commercial, might not fully meet the students' future needs and industrial demands. This study examines the concept of redesigning Indonesian language textbooks based on students' needs analysis, presenting a critical review of several relevant studies from journals, conference articles, and other permanent references. This study reveals three primary results. First, teachers are responsible for evaluating the textbooks' content and determining how they can contextually adapt and modify it without losing the essence of curriculum demands. Secondly, teachers are supposed to be aware of the students' needs to facilitate the demands of the current context. A need analysis will help the teachers to get an overview of the aspects that must be adapted in Indonesian language textbooks. Thirdly, through a critical and in-depth review of the textbooks, it was found that it is necessary to redesign a model of Indonesian language textbooks, particularly the grammar textbook model, the listening and speaking skills textbook model, and the reading and writing skills textbook model. The expected product should be organized as an integrative textbook package and designed in a digital model that can be easily accessed through the network.

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## 1. INTRODUCTION

Textbooks are still the main learning resource in learning activities, both in printed and electronic versions. Along with this, the need for textbooks (printed and digital) continues to increase in line with the demands for mastery of literacy in various aspects of life. Therefore, it is not enough to rely on one compulsory book but other supporting books so that students have more access to learning resources (McCarthy & Goldman, 2019).

The description above highlights that teachers are supposed to prepare, implement, and evaluate learning in a richer and more meaningful way through various textbooks. In other words, through textbooks, students are guided based on the instructions that have been presented to them, either for learning in class or for working on assignments outside the classroom in various forms (Eltanahy & Forawi, (2019); Feng, (2019). In addition, a language textbook must always answer to the needs of students and needs to be updated from time to time, including its integration into the digital version according to the demands of the 4.0 revolution era (Kartini, 2020; Willingham, 2021). This is because language learning in educational institutions also always follows the development trend of linguistics.

In the national curriculum context, the government has launched compulsory textbooks for students and teachers, which can be seen clearly in every curriculum product, even up to the current 2013 National Curriculum. In the 2013 National Curriculum, each subject is guided through two books. One is a compulsory book for students, and the other is a mandatory book for teachers, from elementary to high school levels, including Indonesian subjects (BSNP, 2016). The existing books are designed for scientific approach-based learning, focusing on achieving competence and language skills, also taking into account the social and cultural context (Gunantar, 2017; Senju & Johnson, 2016).

On the other hand, in reality, various commercial textbooks can be easily accessed either print or online. Of course, commercial books in circulation can also be used by teachers as other sources outside of the national compulsory books. Even so, in the context of learning Indonesian, the existing books, both mandatory books from the government and commercial books, may not necessarily be able to answer students' needs.

Several researchers have carried out research on the design of language textbooks by considering the analysis of student needs. Del & Elsa (2018) provide a perspective on competency design by developing indicators and objectives of language learning that do not simply select active verbs from the existing taxonomy. However, the taxonomy must be selected based on the urgency of students' needs. Another thing in language textbooks that also gets attention is the development of materials, assignments, and redesigns of language textbooks that are more meaningful, which need to start with a needs analysis Owen, (2015; Wang, 2019), including the provision of language textbooks that are integrated with network facilities to make it easier for students to access them Gumono, (2021); Kessler, (2018); Lian et al., (2021). In particular, in the context of Indonesian textbooks, Sodiq (2015) conducted research on the development of Indonesian language textbooks integrated with life skills material education to support effective learning through literacy models and quality book products to ensure the achievement of higher-order thinking learning.

Although the studies as described talk about the design of language textbooks, it appears that the content of the textbooks themselves and the analysis of student needs by taking into account the environmental context and stages of student development have not been emphasized aspects. As stated by Richards (2013), also elaborated more deeply by Risager (2020). The contextual content of language textbooks is important in needs analysis as a gateway for language learning that can answer the demands of 21st-century skills. This paper attempts to provide an overview of the Indonesian language textbook redesign model by considering the analysis of textbooks used by teachers and an analysis of student needs based on social and cultural contexts.

In connection with the above description, this article offers a conceptual idea that Indonesian language teachers easily implement in preparing Indonesian language textbooks. Amid busy learning activities and educational administration activities, teachers cannot conduct research and development of textbooks, not because they cannot design them but because the reality shows that so much administrative work and curricular and extracurricular activities take up their time. Therefore, this article offers the basic concepts of textbook analysis models, student needs analysis, and Indonesian textbook redesign. These basic concepts are expected to be taken into consideration in preparing Indonesian language teaching materials with quality learning media, responding to student needs, and accommodating the types of 21st-century skills Daraini et al.,(2021); Del & Elsa,(2018); Khusniyah, (2021).

Based on the explanation above, this study aims to

1. Provide an overview of the content of existing (compulsory and commercial) textbooks,
2. Describe the basic concepts of analyzing student needs in order to redesign Indonesian language textbooks, and
3. To describe Indonesian language textbook redesign models based on student needs analysis.

## 2. METHODS

This article contains the results of a conceptual search through a literature study. The literature study in this article refers to Snyder (2019), who stated that the literature study in descriptive analysis suggested more theoretical studies from published sources such as books, journal articles, media articles, conference articles, and others. In line with this, Mestika (2014) states that in library research, researchers do not only search for information as a theoretical framework but also utilize sources of information related to the topic of their research as research data. The combination of information from various sources can provide a new perspective on the written topic. In this regard, in this article, the author explores various sources in books and journal articles to answer the formulation of the problem. The author utilizes primary and secondary sources in the form of books and journal articles to cover the article's topic. The author's way of working includes several stages, namely (1) the author studies books and journal articles that raise issues about the design or design of language textbooks, and (2) the author makes a *resume* in the form of a review from the primary and secondary source sections that relevant, (3) the author makes critical notes, summarizes, and processes any relevant information from each source, and (4) the author interprets the information through conceptual presentations that contain complementarity.

## 3. FINDINGS AND DISCUSSION

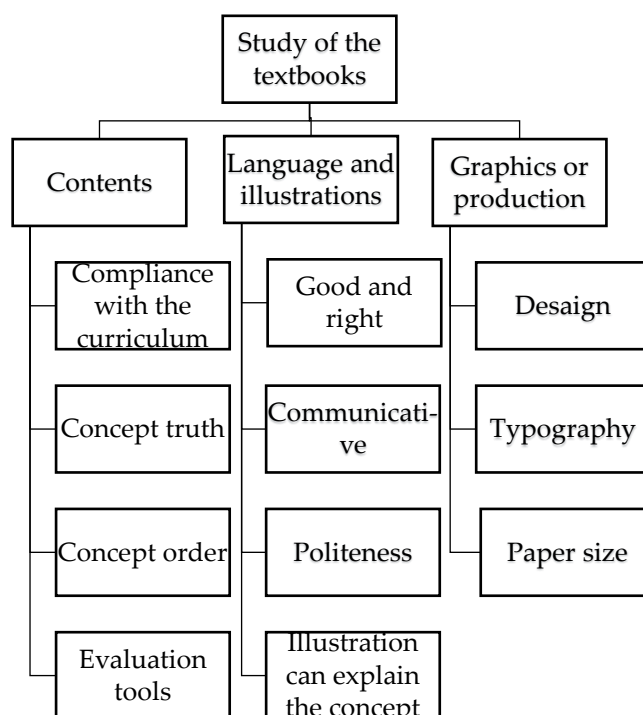
In this article, the word "redesign" refers to the lexical meaning synonymous with the words "outline," "form," and "design." Re-bound forms are attached to the design form redesign, which means redesign (Snyder, 2019). In the context of the discussion on this topic, the meaning of redesign is limited to redesigning Indonesian language textbooks. Specifically, in this article, the term "redesign" of Indonesian language textbooks is based on Richards (2001, 2013); namely, the creation or redesign of language textbooks based on rational considerations such as analysis of student needs, social and cultural aspects, and others. If you are not a writer or the author of a book published by a reputable publisher, a teacher needs to provide inexpensive teaching materials for students. In other words, a teacher or teacher can evaluate and adapt the available teaching materials by considering the context in which they teach. (Arnold, 2013; Guldenoglu, 2021).

In a sense, as stated, the redesign of language textbooks can also be understood as a process of teachers selecting and adapting materials, texts, exercises, and tests from several teaching materials or several available sources by giving new meanings to the content or learning content based on the context of the unit. In this case, education and the socio-cultural environment are expected to meet the target needs identified from the student needs analysis results, including accommodating a balanced cognitive, psychomotor, and affective domain (Barrouillet, 2015; Siegler, 2016). In order to achieve this goal, teachers need to carry out a series of activity stages, namely (1) study of textbooks, (2) analysis of student needs, and (3) redesign of textbooks.

### 3.1 Study Indonesian Textbooks

In the study of language textbooks, Islam & Asadullah (2018) presented 3 (three) aspects that must be considered, namely (1) content aspects, (2) *language and illustration aspects*, and (3) graphic aspects. Regarding the content aspect, it is explained that the material contained in language textbooks must comply with the curriculum and concepts, and the sequences of concepts must be appropriate. There must be exercises and evaluations that students can use to practice and solve questions based on the

competencies being taught (Islam & Asadullah, 2018). In this case, the standard syllabus can be used as a guide in identifying the content or learning materials. That is in line with Cunningsworth (Richards, 2001), which states that the evaluation and selection of language textbooks must consider several categories, namely approaches, objectives, designs, organizations, topics, and methodologies that are suitable while still being guided by the applicable curriculum content. The study of Indonesian language textbooks can be seen in the following abstract chart.



**Chart 1.** Aspects of studying textbooks

### 3.1.1 Content or Content of Indonesian Language Textbooks

The textbook is very important in the study of education because it presents the contents of the curriculum. In addition, in many ways, the availability and use of textbooks can positively affect student achievement. The contents of textbooks are always inseparable from various interests, especially as a medium and source for conveying social and cultural values, and can even instill ideology and build perspectives on students' future. (Apple in Lucy, et al., 2020) .

On the other hand, important things to consider in studying textbooks are the correctness and sequence of concepts. Concepts in a textbook must be critically examined. The basic concepts related to the discipline of linguistics must be presented correctly, validly, and relevantly. Related to that, the dimension of integration (interdisciplinary) is also worth considering. For example, the interdisciplinary dimension in textbooks, which is manifested in reading texts, needs to be studied so that the existing concepts can be in line with the concept of the science concerned. In recent developments, the interdisciplinary dimension in the preparation of textbooks is highly recommended, considering that the interdisciplinary dimension can enable teacher creativity. However, the truth of the concept is not an easy matter (Drake, 2013). Therefore, the redesign of textbooks should consider the correctness of cross-disciplinary concepts.

Meanwhile, the thing that must be considered in the sequence of concepts is the relationship between concepts that can be easily understood by students as a whole and comprehensively, starting from the easiest level to the most difficult level. A logical sequence of concepts can facilitate students' understanding and internalization of concepts. This requirement indicates the existence of a review of materials and evaluation tools in the textbook. Evaluation materials and tools in textbooks, usually

presented in the form of questions, exercises, assignments, practices, experiments, etc., need to be criticized from their essence to their diversity. Evaluation materials in textbooks, of course, do not only function as a measuring tool for student learning outcomes but are an integral part of the overall learning process. This idea is in line with the opinion (Nation & Macalister, 2010), who argues that learning content must align with learning objectives and evaluations. Based on the terms of content or content, the questions in table 1 can be considered in the study of Indonesian language textbooks.

**Table 1.** Questions related to content aspects or content in textbook study

No.	Question
1.	Has the material in the Indonesian language textbooks described competency standards, core competencies, and basic competencies in accordance with the applicable curriculum?
2.	Are the learning indicators aligned with the objectives, materials, and media used in learning?
3.	Has the breadth and depth of the learning materials accommodated the level of students based on the psychology of learning?
4.	Have the learning materials or content contained in the textbooks been compiled from various rich and relevant sources?
5.	Has the learning material been packaged in a straightforward and simple manner, easy to understand and internalize by students?
6.	Is the textbook material in accordance with the time allocation based on the education calendar that has been designed?
7.	Are the concepts contained in the textbooks in accordance with the disciplines of Indonesian language?

### 3.1.2 Indonesian Language and Illustration Textbooks

In the context of language learning, the redesign of language textbooks must pay attention to language aspects. The language contained in language textbooks must be correct and good and must be polite and communicative. Good language means that the language in the textbook is placed according to the context, namely the topic, where, and under what circumstances an element of language can be used in the textbook. Meanwhile, correct language means that the language in textbooks must meet grammatical requirements, namely the structure of the Indonesian language that obeys the principles, from the smallest level to the largest level. It accommodates language politeness across cultures and ethnicities as an integrated part of character education (Mursida, 2019; Pranowo, 2009; Subyantoro, 2012). Communicative language in textbooks refers to the notion that the message or message presented in it is informative and meaningful. On the other hand, Polite language allows the contents of textbooks to show the characteristics of an authoritative and cultured language as a reflection of language users who have high dignity and worth (Pranowo, 2009).

In addition to language, in a textbook, there are always illustrations. An illustration serves to explain the language (concept) more simply and clearly so that students can easily understand it. Illustrations can be in the form of photos, drawings, sketches, charts, graphs, maps, and tables. Another function of illustration is decorative (Islam & Asadullah, 2018). Illustrations allow students to more quickly grasp and understand the essence of the text. Therefore, illustration is an important aspect that should not be neglected in studying textbooks. Based on this description, several questions in table 2 can be asked for consideration in the textbook study.

**Table 2. Questions related to language and illustration aspects in studying textbooks**

No.	Question
1.	Is the language in the textbook in accordance with the Indonesian language rules?
2.	Is the sentence formulation appropriate to the student's level?
3.	Is the choice of words in accordance with the level of ability and understanding of students?
4.	Is the form of language presented in it straightforward?
5.	Is the language used in the textbook communicative and polite?
6.	Is the language presented in it polite based on word choice, language style, and topic of discussion?

### 3.1.3 Indonesian Textbook Graphics

This aspect is usually not considered in the analysis or study of textbooks. Sitepu (2005) stated that this aspect could affect students' interest and motivation in learning. Visual aspects, in this case, include layout or design, typeface, and even paper size (for printed books). The type of paper used in the production is also a technical matter that should be considered because the type of paper can also determine the book's quality.

Concerning these aspects, the following questions can be asked as a reference in studying textbooks: Is the size of the book appropriate to the student's level? Does the leather design represent the content of the book? Is the composition of the title, author's name, and publisher compatible? Are colors attractive to students? Is the font size appropriate for the grade level? Can the paragraph format in the text and line length (sentence structure) help students understand the content of the reading easily?

A textbook can be studied by considering the various questions that have been asked above. The study of textbooks is certainly not solely aimed at finding weaknesses in textbooks. The textbook review aims to improve content and design so that textbooks are suitable for use in learning (Lucy et al., 2020). Moreover, studying textbooks will contribute more positively to learning activities.

However, like any other type of book, a language textbook has its drawbacks. Therefore, aspects that must be considered in the study of textbooks mainly include (1) content (content), (2) language and illustrations, and (3) graphics or production. The elements related to the content or content are conformity with the curriculum, the sequence of concepts, and the truth of the concept. Aspects of illustration include good, correct, logical, and polite, communicative language; illustrations can explain concepts. Meanwhile, the visual aspect of the book includes elements of design, typography, and paper size (or, if it is an e-book, the design can be adapted to the medium and ease of access).

### 3.2 Student Need Analysis

According to Graves, needs analysis is limited to a systematic activity that aims to collect accurate information about a phenomenon (Gumono, 2021). In the context of redesigning language textbooks, needs analysis can be understood as an activity to gather information related to the needs of students, the environment, and the industrial world. The information that has been collected can then be described methodically to interpret and develop teaching materials according to the learning objectives.

Initially, need analysis was introduced in English language learning, specifically to identify the learning needs. In its development, the needs analysis procedure can be applied to various disciplines, including in the Indonesian learning context. A needs analysis can be especially useful when someone develops a learning program that might deal with methods, materials, or even evaluation instruments. Through a comprehensive description of the various needs of students, it can be ensured that learning can contain relevant things, and in turn, students or learners get a more meaningful meaning. (Gumono, 2021; Libiawati, et al., 2020).

Thus, students need to be directly involved in doing a series of tests and answering oral and written questions to obtain factual data or information about their real needs. (Nation & Macalister,

2010). According to Hyland & Flowerdew (Syamwil et al., 2014), the oral and written questions can be realized through observation, direct interviews, and questionnaires addressed to students and teachers by involving experts.

By referring to these opinions, in analyzing student needs for redesigning Indonesian language textbooks, observations and questionnaires can be made to determine students' linguistic competence and language skills. At the same time, direct interviews can be conducted to obtain comparative data. This is in line with Richards (2013), who suggests that the analysis of student needs can be done through several procedures according to the characteristics of the analysis by taking several forms of analysis such as observation, questionnaires, and interviews.

At the observation stage, students' behavior and learning actions were observed to produce a description of their needs. Furthermore, the questionnaire as an analytical instrument prepared can be distributed for students to fill out. Direct interviews can be taken to carry out a more in-depth exploration to explore problems related to their needs. Table 3 shows examples of questionnaire and interview questions.

**Table 3.** Examples of direct interview questions and questionnaires in the analysis of student needs

No.	Question	
	Questionnaire	Interview
1.	What are the various difficulties that you often experience in learning Indonesian? a. I have a hard time understanding the meaning or purpose of an utterance. b. I find it difficult to formulate an easy-to-understand speech. c. I have a hard time expressing my intentions politely. d. I find it difficult to formulate statements in the form of good, correct, and effective sentences.	<b>Grammar</b> 1. What do you think about the use of diction and language style in opinion texts that you have read? 2. What do you think about effective sentence material in learning? 3. In your opinion, should there be effective diction, language style, and sentence learning in learning?
2.	Below are some of the activities. Which story-writing activity do you enjoy the most? a. Rewrite the story in your own words. b. Write a story based on a predetermined theme. c. Write a story based on your own experience. d. Write free stories.	<b>Read</b> 1. In your opinion, what are the benefits of reading? 2. What are the obstacles you experience when reading a news or opinion text? 3. In your opinion, should there be reading activities in learning Indonesian?
3.	What form of test do you want in the Indonesian exam? a. Multiple choice test. b. Essay test. c. Performance test (oral, product). d. Test match options.	<b>Write</b> 1. What are the obstacles you experience when writing a topic? 2. In your opinion, should there be writing activities in learning Indonesian?

The ultimate goal of the student needs analysis procedure is to obtain accurate information about student needs. Accurate information from the procedure will be used to solve problems in textbooks that will be used in learning. Thus, textbook redesign does not only involve the textbook itself but also involves other elements, especially teachers, experts, and students as learning subjects.

### 3.3 Indonesian Language Textbook Redesign

After studying textbooks and analyzing student needs, the next stage is redesigning Indonesian language textbooks. Referring to Shared (2020), a language book is not only designed to make students memorize grammatical (linguistic) formulas, even though grammar knowledge is also needed as a competency. However, the most important thing in the design of language textbooks is the integration of grammatical knowledge into language skills. For example, teachers need to prepare several texts according to competency achievement for students' reading practice to achieve reading skills. The selected text can be authentic text or teacher-made text.

In many cases, authentic texts often deviate from grammar from a linguistic perspective but have a high communicative level. In this case, reading textbooks is also a way to improve grammar as a place for initial practice before entering, for example, the stage of reading comprehension or intensive reading. Likewise, in learning to write, a teacher can provide a composition model and a list of topics for students to practice writing on a particular topic.

In the context of today's digital learning, a video for speaking practice can be designed along with a cassette or CD that can serve as the main input for listening activities, or in the context of today's world, texts can be translated into the form of videos and uploaded to e-learning channels. List, 2018). In designing the language textbook, Evans & John (in Richards, 2001) use the term adapting textbook 'adaptation of textbooks', which further suggests that as providers of teaching materials, teachers need to pay attention to at least four things: the following: (1) choose the right and affordable materials; (2) be a creative provider of materials with what is available, in this case, the design of the display and content; (3) the need for an appropriate modification effort to accommodate the needs of students; and (4) try extra activities (and extra inputs ).

Therefore, the redesign of Indonesian textbooks is the most effective form of adaptation to existing textbooks. Concerning this, the government could define compulsory textbooks for students and teachers. Commercial books can rarely be used without adaptation to make them more suitable for a particular context, such as where and for whom they are being used. In other words, these textbooks are sometimes used immediately without conducting a needs study or analysis first. Therefore, adaptation is considered important before a textbook is used to reference learning activities. As quoted below, six forms of adaptation of language textbooks are offered.

*"First, modify the content. Content needs to be modified, considering student learning objectives, age, gender, social class, race, or cultural background. Second, add or remove content. A textbook may be redundant or even lacking in content based on the program's objectives. Therefore, the units need to be selected (deducted or added) based on the needs and objectives. For example, if the course program emphasizes listening, then the content of that aspect should be deepened or added. Likewise, if the focus of the course program is writing or reading, third, rearrange the content match. A teacher may decide to restructure the syllabus in the textbook and rearrange the units according to program objectives. Fourth, overcoming negligence. The text in the book may not be perfect in terms of grammar or spelling. The teacher needs to make clarifications and improvements to the text. Fifth, modify the task. Exercises in learning activities need to be changed to provide focus. For example, in listening activities whose focus is to identify information items, the focus is on making descriptions, narrations, or arguments. Sixth, add a variety of tasks and exercises. It is possible that in textbooks, assignments and exercises are less varied. Therefore, teachers need to add and make variations of the exercises, so they do not seem monotonous"*

The ability of teachers to adapt commercial textbooks is a fundamental skill for teachers. Through the adaptation process, the teacher designs the text on a special consideration scale so that learning resources are more efficient, both for groups of learners and for individuals. Usually, this process takes place gradually, especially for teachers who are often familiar with textbooks. An adapted textbook needs to be piloted in a class. With that, the same teacher in the same program has the opportunity to adapt to the same book. This adaptation process is very beneficial for teachers,

especially in developing creativity. On the other hand, students are greatly helped in achieving competencies and learning objectives.

By referring to the opinions above, the redesign of Indonesian language learning textbooks can take the following three forms: (1) Indonesian grammar textbooks, (2) listening and speaking skills textbooks, and (3) reading and writing skills textbooks. The three forms of textbooks, according to the author, are redesigns of existing textbooks designed by carefully considering the analysis of student needs. The following describes the design forms of Indonesian language textbooks.

### **3.3.1 Grammar Textbook**

However, grammar, which has been studied by many prospective language teacher students in universities, is one aspect that needs to be considered in teaching language to students. Without adequate knowledge of grammar, students will find it difficult to think at a higher level, and it will be difficult to think logically and critically. In this century, educational reformers tend to emphasize the communicative ability of students to use natural language. Some teachers also find grammar learning "boring" or "old-fashioned." However, as Wang (2010) notes, although people have reservations about learning grammar or integrating grammar into learning language skills, all contemporary linguists agree that language consists of sounds, lexicon, and linguistic units above it, which influence each other, and, therefore can also have an impact on language skills, especially speaking and writing skills. Therefore, for language teachers, including Indonesian language teachers, grammar must remain a target in language learning.

Grammar does not have to be taught as a separate topic in learning Indonesian but can be integrated into learning language skills. Through learning language skills, grammar can be discussed through certain strategies. For example, in extensive reading learning, students are asked to identify and explain the meaning of difficult words in a text, explain the meaning of foreign terms, simplify multilevel compound sentences or complex sentences, etc. Learning to read is to master the demands of mastering the content of reading in general and in detail, starting from the meaning of words to the meaning of discourse as a whole.

The same principle can also be applied to other language elements in redesigning Indonesian language learning textbooks. Elements such as words, phrases, clauses, and discourses relevant to the syllabus need to be adapted creatively to answer students' needs. In other words, these elements can be accommodated with a design model that can lead students to achieve linguistic competence without an impressive linguistic learning practice. (List, 2018).

### **3.3.2 Book Listening and Speaking Skills Lessons**

This aspect is usually not considered in the analysis or study of textbooks. Sitepu (2005) stated that this aspect could affect students' interest and motivation in learning. Visual aspects, in this case, include layout or design, typeface, and even paper size (for printed books). The type of paper used in the production is also a technical matter that should be considered because the type of paper can also determine the book's quality.

In the current online learning period, these textbooks can be made into e-modules to help students study independently, equipped with CD (video) tutorials that can be sent directly to them or uploaded to the school's learning link, e-learning. Learning, or easy-to-search commercial links like Youtube and the like (Kartini, 2020; Richards, 2001, 2013; Subyantoro, 2012). Thus, in redesigning textbooks for listening and speaking skills, Indonesian language textbooks need to be equipped (attached) with several learning tools or media (physical) or online (List, 2018). Learning topics can be adapted to the basic competencies taught and learning indicators that have been systematically arranged in the lesson preparation plan (RPP).

### 3.3.2 Reading and Writing Skills Textbook

Reading and writing are two types of language skills that are closely related. Many studies have shown that the relationship between reading and writing is mainly because both are mutually supportive language skills, namely reading skills as a skill related to competence. In contrast, writing skills are a type of skill related to performance. (Daniati, et al, 2021; Simanjuntak & Afrita, 2018) . Accordingly, in the context of learning Indonesian, these two types of language skills can be integrated into learning activities.

For example, in learning to write scientific papers, students are led to understand the content of a topic from various references through reading activities (extensive and intensive) to then quote properly and correctly in the scientific papers they have written, either through quotations or quotations. Directly or indirectly (Parlindungan et al., 2018). By discussing their ideas or thoughts based on the sourcebook, students can be guided to write argumentative paragraphs with the right reference system.

## 4. CONCLUSION

Based on the results and discussion, several things can be concluded. First, from the literature study, it can be seen that neither the compulsory textbooks provided by the government nor the commercial textbooks in circulation have fully responded to the needs of students. Accordingly, in providing Indonesian language textbooks for students, teachers need to have a creative and innovative attitude, which, among other things, can be demonstrated by comparing and reviewing several existing textbooks through the evaluation and adaptation stages. The study of textbooks should be followed up with an analysis of student needs. Analysis of student needs can provide a more specific picture to determine the most suitable language textbook style. Thus, the redesign of Indonesian language textbooks can accommodate the needs of students in the Indonesian language learning process. Learning Indonesian in the context of the 21st century must reach the stage of critical, creative, and innovative thinking. Second, the analysis of student needs is not limited to urgent or short-term aspects such as wanting to get final semester grades but must extend to long-term considerations, including the needs of the future industrial world. Therefore, to carry out a needs analysis for the redesign of Indonesian language textbooks, it is necessary to involve the industry and market players. Third, the redesign of Indonesian language textbooks needs to accommodate the types of 21st-century skills that are integrated into learning listening and speaking skills, reading and writing skills, and must also consider grammar as an inseparable part of learning language skills. This article is a review that is still limited to conceptual exploration for redesigning Indonesian language textbooks. Further study is still needed, especially since it needs to be followed up through research and development. The redesign of the Indonesian language textbooks produced contributes to students' needs and answers the needs of the current 21st-century era.

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