

# Quality Analysis of Feasibility of Contents of Class XI High School History Text Books Published by Erlangga, Grafindo, and Yudhistira Curriculum 2013

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**Abstract.** This article aimed to analyze the quality of Class XI History textbooks containing the 2013 curriculum published by Erlangga, Grafindo, and Yudhistira on the content feasibility aspect. 2) Comparing the quality level of Class XI History textbooks containing the 2013 curriculum published by Erlangga, Grafindo, and Yudhistira on the content feasibility aspect. Methods: This research uses content analysis method. The data used are textbooks on the History of Specialization in Class XI High School publishers from Erlangga, Grafindo, and Yudhistira. The textbook quality criteria guide uses the criteria for evaluating the content, presentation, linguistic, and graphic quality of BSNP. Data collected through observation and recording techniques. Findings: the feasibility of presenting Erlangga's textbooks has "excellent" quality with percentage 79,3%, Grafindo's textbooks have "good" quality with percentage 71,7%, and Yudhistira's textbooks have "good" quality with percentage 63,0%. Conclusion: The quality of the feasibility of the contents of the three textbooks Erlangga, Yudhistira and Grafindo is good.

**Keywords:** Curriculum 2013, History, Quality of Textbooks

## 1 Introduction

Education is believed to be an investment and great hope for the realization of a civilized society and nation and advance in the regional and world arena. Koe Yao Thung said that the success of a nation's education is one barometer of the success of a country's government [1]. Therefore, education is structured as well as possible in a structured and systematic manner to achieve ideal educational ideals through measurable educational goals. One of the educational objectives of concern is the review of the educational process itself, which is a source of learning. Textbooks are the key aid to instruction because the use of textbooks is the main source in the framework of learning activities, therefore the availability of textbooks in particular in terms of quality and quantity should have received the attention of all educational stakeholders.

In the 2013 curriculum era, textbooks were categorized into two types within the framework of learning activities. First, the teacher's book contains guidelines for teachers in managing the learning process. Second, the student book becomes a guide for every student whose content contains a description of the material and some form of evaluation. In the process in the 2013 curriculum, there were still various problems encountered by students and teachers. The Ministry of Education and Culture (RENSTRA 2015-2019) states that three main factors are causing the low quality of the learning process in Indonesia, namely the low-quality assurance of education services, the weak implementation of the 2013 curriculum, and

the weak education evaluation system [2]. Weak implementation of the curriculum is felt in terms of the quantity of limited availability of books, differences in implementation and understanding of textbooks by educators, schools and parents. Therefore, improvements need to be made in each revised edition.

One source of learning that contributes greatly to efforts to improve students' learning processes and outcomes is textbooks. "The textbook is one of the most important sources of knowledge [3]. It contains the most important skills that students should acquire by the prescribed curriculum. Textbooks are one of the most important sources of knowledge. Textbooks contain important skills for students that must be obtained based on a predetermined curriculum. Supported by Rusyana & Suryaman states that textbooks as a learning medium that has a predominant role in a classroom, media delivery of curriculum materials and a core part of education [4].

The characteristics of the subject matter from one another have specific specifications. Wiraman says that textbooks are the result of elaborating the main points of the contents of a curriculum about a particular subject matter [5]. Especially in the subject of history, the characteristics of historical learning that require mastery of concepts based on the facts of the past are things that are present in a textbook. So, the successful implementation of the 2013 curriculum is determined by a quality textbook because textbooks are part of the tools or supporting media for achieving the objectives of the learning process.

The presence of textbooks in the middle of teaching and learning activities will be very helpful in carrying out the process of deepening knowledge. Textbooks play an important role as the main means of conveying the message of knowledge while at the same time determining the strategic steps of learning that occur in class. "Textbooks are considered at the heart of educational activities, as they provide students open the door to a world of fantastic experience" [6]. Textbooks are considered as the core of educational activities because they give students the ability to open doors to a world of extraordinary new experiences.

The selection and use of appropriate textbooks as a medium of learning resources will greatly help teachers and students in a learning process, quality textbooks are a determinant of the success of the learning process:

"To minimize difficulties when selecting textbooks, the teacher should: use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook, supplement the textbook with lots of outside reading. " [7].

To reduce difficulties in book selection, teachers must use textbooks as a source of student learning but not the only source; use the textbook as a reference, so that it can freely modify, evaluate, develop, change, eliminate or add material, and as an additional external reading book.

Ideally, a learning textbook that is received by students requires that there is an added value and benefits from the textbook itself. Textbooks do not just contain texts and knowledge narratives that can only be obtained from one direction only through educators, but students can carry out the learning process completely independently without the presence of educators nearby. The ideal textbooks for students on the use of the textbook itself as quoted from (Eva's article) include a) increasing learning motivation and attention, b) providing variations in learning, c) providing a structure that facilitates learning, d) presents the core of learning information, e) provides more concrete examples, f) stimulates analytical thinking, g) provides a learning situation without stress [8].

BSNP collaborates collaboratively with the Curriculum and Book Center, abbreviated as Puskurbuk which deals with curriculum and books specifically. In Government Regulation

Number 32 of 2013 Article 43 Paragraph 5 concerning the suitability of content, language, presentation and graphics, textbooks are reviewed and/or assessed by BSNP or a team formed by the Minister and subsequently determined by Ministerial Regulations.

Based on the description above, research related to the history textbooks of the author deems important to do. The interests that the authors see are the discovery of several potentials as well as some of the deficiencies found in private books both internal and external. As stated in the suggestion section of the Haniatin Nabila Thesis which says that, some large private publishers still pay less attention to the textbook writing guidelines that have been determined by BSNP and Pusurbuk [9]. Furthermore, in the thesis, there is still a tendency for private publishers to pursue profits in this bookkeeping business. Of course, this raises doubts over the publication of these private textbooks. Therefore, this research is important to be carried out.

in this case the position of researchers in this study focuses on analyzing the data that has been found through the help of experts in the validation process in the content eligibility standards. The researcher tries to describe narratively as well as an analysis of the state of the book in each section within the framework of the feasibility of the contents of the BSNP. in the final stage the researcher will make a comparison between books which are the object of analysis based on the state of the book that has been validated before.

Besides, this research certainly can help educators, students, and parents to be able to determine well the quality history textbooks for the learning process. Deeper than that, this research can help and be a valuable input for publishers to avoid misconceptions, inaccurate data, unclear messages, and incorrect language that is not good. Evaluation of the textbook is done to analyze and provide an assessment of aspects that have been prepared by Pusurbuk (Curriculum and Book Center), especially on the feasibility of the contents. Therefore, the author will carry out research that is analyzing the quality of the content of the contents of Class XI History Textbooks. The textbooks that were the object of this study were published by Erlangga, Grafindo, and Yudhistira for the 2013 Curriculum

## **2 Method**

This type of research is a content analysis research, that is an analysis that has the aim to try to describe complex data. According to Cohen, Manion, & Morrison, content analysis is the process of inferring and interpreting written data [10]. There are other definitions, (Arikunto, 2010) explains that content analysis is research that produces a conclusion about the language style of books, tendencies of book content, writing, layout, illustrations and so on [11]. Methodologically, this content analysis uses a qualitative approach. Hsieh & Shannon said that qualitative content analysis is a research method for interpreting the context of subjective text data through a classification process using coding or a systematic recording and identification of themes or patterns. In the context of classifying or encoding [12], distinguish content analysis into three techniques, namely conventional, directed, and summative. The choice of technique used is determined according to the purpose of the study[12].

This study is a qualitative content analysis for interpreting textbooks in high school history class XI. which refers to the eligibility standard of the contents of the BSNP as previously described in the background section of the problem. Historical textbooks are analyzed through a systematic classification process using coding and recording. In this study, coding and

recording used directed analysis of technical content, namely that the grouping process is based on BSNP standards that cover the feasibility of the contents

Data sources used in this study consisted of primary data sources and secondary sources. The primary data source in this study is the history textbook of class XI containing curriculum 2013, published by the following publishers.

- a) Erlangga was written by Ratna Hapsari and M. Adil. The book is a student book entitled "History of High School/ MA Class XI"
- b) Grafindo was written by Nana Supriatna and Suki. The book is a student book entitled "Active and Creative Learning Class XI Specialization in Social Sciences".
- c) Yudhistira was written by M Habib Mustopo, Hermawan, and Agus Suprijono. The book is a student book entitled "History 2 Specialization in Social Sciences High School Class XI".

The secondary data sources from this study are books, documents, journals, and others that discuss textbooks and curriculum 2013.

Data analysis techniques in this study used quantitative and qualitative descriptive data analysis techniques. Qualitative description is carried out with the data in this study the content analysis described [13]. However, this study did not involve the sampling stage because the analysis was carried out throughout the contents of the book chapter. The research phase starts from 1. Unitizing, 2. Recording / Coding, 3. Data Reduction, 4. Conclusion With Drawings, 5. Narrating.

The formula used to calculate the percentage of the suitability of the textbook suitability in terms of the suitability of the content, presentation, language, and graphic are as follows.

$$p1 = \frac{q1}{q2} \times 100\%$$

Information :

p1 = percentage of textbook eligibility in terms of BSNP standards

q1 = the acquisition of the value of the whole item of eligibility in terms of the BSNP standard

q2 = the results of the maximum value of the whole item of eligibility in terms of BSNP standards

Next, the following is the process of interpreting the conclusion of Erlangga, Grafindo and Yudhistira textbook quality score data in terms of BSNP. The scale of the interpretation will be obtained by interpreting the textbook quality scores as follows.

**Table 1.** Explanation Interpretation of Total Score

Criteria	Information
Bad	0-25%
Quite Good	26-49%
Good	50-74%
Excellent	75%-100%

From the scoring category above, an instrument evaluation criteria were developed using a percentage of 0 - 25% if the content eligibility is still considered to be lacking. A percentage of 26% -49% is given if the feasibility of the contents is still considered sufficient. A percentage of 50 - 74% is given if the eligibility of the contents is still considered good. A percentage of 75-100% is given if the content eligibility is very good. In analyzing by using a corpus of data, the researcher must be more careful and thorough so that no errors are found in the study.

### 3 Result and Discussion

#### 3.1 Description and Analysis Data

This research is closely related to the analysis of the quality of history textbooks in class XI as seen from the feasibility of the content, the feasibility of presentation, the feasibility of language, and the feasibility of graphics. The textbooks examined were (1) textbook E, Erlangga's textbook; (2) textbook Y, textbook published by Yudhistira; (3) textbook G, a textbook published by Grafindo. The following is an analysis of the quality of history textbooks in class XI on each component of eligibility based on the standard assessment of textbooks in the history of high school/ MA history of the 2013 BSNP Curriculum.

#### 3.2 Feasibility Component Analysis based on Content Feasibility

The assessment of the content eligibility component is the first assessment component. The assessment component of the feasibility of the content is the assessment of the contents of a book or a scope of material that is contained in a book of text lessons of History. In an assessment book text, part of the contents of the material book text into sections important that not be separated in the process of assessment of the. The content eligibility component consists of four assessment subcomponents. Each of these subcomponents is some grains of assessment. The assessment of the component of the feasibility of the contents is as follows.

**Table 2.** Instrument Rating Component Feasibility Content Spiritual Attitude Dimension Aspect (KI-1)

Sub Komponen	Butir	Skor		
		E	Y	G
A. Dimensi sikap spiritual (KI-1)	1. Ajakan untuk menghayati agama yang dianutnya	3	2	3
	2. Ajakan untuk mengamalkan	2	2	2

**Table 3.** Instrument Rating Component Feasibility Content Spiritual Attitude Dimension Aspect (KI-2)

Sub Komponen	Butir	Skor		
		E	Y	G
B. Dimensi sikap sosial (KI-2)	3. Kecakapan Personal	4	4	3
	4. Kecakapan Sosial	3	3	3

**Table 4.** Instrument Rating Component Feasibility Content Spiritual Attitude Dimension Aspect (KI-2)

Sub Komponen	Butir	Skor		
		E	Y	G
C1. Dimensi sikap sosial (KI-2)	5. Kelengkapan Materiil	4	3	2
	6. Keluasan Materi	4	3	2
	7. Kedalaman Materi	3	3	2
C2. Keakuratan Materi	8. Ketepatan Konsep	3	3	2
	9. Kebenaran Ilmu	4	3	2
	10. Keakuratan Fakta	4	4	4
	11. Orisinalitas	2	2	2
C3. Kemutahiran & Kontekstual	12. Kekinian dalam Ilmu (Up to date)	2	2	2

13. Ketermasaan	2	2	2
14. Mengembangkan Nilai Spiritual	3	3	3
15. Mengembangkan wawasan kemanusiaan dan sikap sosial	3	3	3
16. Mengembangkan wawasan Kebhinekaan (Sense of Diversity)	3	3	3
17. Mengembangkan kebangsaan dan kenegaraan	3	3	2
18. Menyajikan contoh lingkungan	3	2	3
19. Mengembangkan kemandirian belajar	3	4	3
20. Bebas dari SARA/PORNOGRAFI/BIAS (Gender, Wilayah, dan profesi)	4	4	4

**Table 5.** Appraisal Instrument Component Feasibility Content Aspect Dimension Skills ( C-4)

Sub Komponen	Butir	Skor		
		E	Y	G
	21. Kecakapan Personal	4	4	3
	22. Kecakapan Sosial	3	3	3

**Table 6.** Total Score Each Component Quality Books

Komponen	Erlangga	Yudhistira	Grafindo
Isi	73	66	58

The percentage of quality from the three textbooks is as follows.

- 1) Book published by Erlangga  $= \frac{73}{92} \times 100 \% = 79,3 \%$
- 2) Book published by Yudhistira  $= \frac{66}{92} \times 100 \% = 71,7 \%$
- 3) Book published by Grafindo  $= \frac{58}{92} \times 100 \% = 63,0 \%$

The results of the percentage of those stating that the three books of text are in the category of good. Will, however, there is a difference between the difference value for the assessment of the three books. Book text published by Erlangga has the qualities most good from both books that others are books text Publication Grafindo and Yudhistira. The sequence for quality feasibility of the contents of the book text lessons History of the level of high school grade XI Curriculum 2013 is the first is a book of a text published by Erlangga, the second is the book text Yudhistira, and the third is the book text published Grafindo.

### **3.3 Result and Analysis**

The discussion carried out on the four feasibility components of the three history textbooks of class XI published by Erlangga, Yudhistira and Grafindo is a stage where the findings will be discussed with relevant theories. Textbooks for History of Class XI based on the 2013 curriculum already have a revised edition like the textbook Yudhistira with a revision in 2016. Even textbooks published by Erlangga and Grafindo already have a revised edition in 2017. All three of these textbooks in the feasibility assessment process found several issues related to content eligibility.

Regarding the quality of textbooks, the National Education Standards Agency (BSNP) has developed several components that form the basis of textbook reviews. Furthermore, these components will be discussed in this study. According to BSNP, textbooks that are deemed to be of quality must meet four-component eligibility which includes the appropriateness of the content, the appropriateness of presentation, the appropriateness of linguistics, and the appropriateness of graphics. The four components are described in several indicators that have been detailed in the description of the instruments compiled by BSNP.

The following is a discussion of the feasibility aspects of textbooks according to BSNP in the 2013 Curriculum contained in the three textbooks of history class XI.

### **3.4 Eligibility component based on Content Eligibility**

The first book to be discussed was the history textbook published by Erlangga. This textbook fully contains the 2013 revised Edition of the 2013 Curriculum for high school level grade XI. This textbook was written by Ratna Hapsari and M. Adil. In the Content Eligibility component, this textbook is categorized as "Very Good". The material presented in each chapter is complete. For KI and 2 can be integrated with the learning process in class.

In this textbook, there is a question rubric in the form of an assessment of the ability of knowledge and skills assessed by the subject teacher. The exercises in this textbook consist of 3 types, namely Activities, Homework, and Competency Test in each chapter. The concepts and terms presented in the material are accurate by adjusting to the topic/theme. In this textbook, there is a column "Historia" which contains a fragment of additional, selected and important information that is relevant to the main material.

The second book is a history textbook published by Yudhistira containing the 2013 Revised Edition 2016 curriculum for high school grade XI. This textbook was compiled by Drs. Hermawan, Dr Agus Suprijono, M.Sc, and Prof. Dr M. Habib Mustopo. In the component of content eligibility, this textbook is categorized as "Good". The material presented in each chapter is complete. KI-1 and KI-2 can be integrated into classroom learning.

In this textbook, there are practice questions in the form of rubrics that contain about a student's activity to find more information in various sources as well as references outside the book independently Individual or form a group. Besides, in this textbook there is a Case Study rubric which aims to test the ability of students to analyze a historical problem and a rubric. activities containing 5M elements, namely observing, asking, exploring, associating, and communicating. To develop students' curiosity insights, in this textbook, there is also a rubric "Historical Info" which is a rubric that contains some historical information or fields related to the main material to be able to expand and deepen the material learned from various sources outside the book [14].

The last textbook is the textbook history of the publisher Grafindo containing the 2013 Revised Edition 2017 curriculum for high school grade XI. This textbook is written by Nana

Supriatna. In the component of content eligibility, this textbook is categorized as "Good". The material presented on each bab is not yet complete following the Basic and Core competencies. For KI 1 and 2 can be integrated into the learning process in the classroom.

In this textbook, the exercise questions consist of 3 types, namely Activities, Homework, and Competency Test in each chapter. There is a rubric that contains the Beginning Activities of students containing 5M elements, namely observing, asking, exploring, associating, and communicating. To develop students' curiosity insights, in this textbook there are rubrics "Do You Know", "Historical Concepts", "Historical Archives", and "Figures".

### **3.5 Comparison of Quality Books Text History Class XI Issue Publishing Erlangga, Yudhistira, and Grafindo.**

A textbook is not just to be feasible to be used in the learning process but is also required to have good quality by observing the rules and eligibility guidelines of BSNP. Some of the findings in the aspect of content eligibility indicate that the three textbooks are in a Good category. In terms of understanding the text in the form of commands or exercises that direct students to understand the structure, form, and content/text messages are presented with the characteristic approach of each publisher.

The core or main material is arranged following the achievement of KI and KD which are based on the scope of the four core competencies (spiritual core competencies, social core competencies, core competencies, knowledge, and core competency skills). Conceptually quality history textbooks are textbooks that process the preparation of content, presentation, language and graphic presentation considering and adjusting the principles listed in the 2013 Curriculum. A textbook must conform to the characteristics of Historical subjects both on purpose, content, strategy, to the evaluation section in the subjects of History and the characteristics of high school students both in terms of the development of learning styles and psychological.

The teacher has a dependency on a textbook in classroom learning activities. This was similarly conveyed by Lebrun, et al that, "Teachers rely on textbook programs to supply not only subject matter content, but also teaching strategies and tactics in the form of elaborately worked out approaches to the presentations of the major school subjects and detailed lessons plans " [15]. This statement means that the teacher relies on the textbook program to provide not only the content of the subject matter but also to teach. Besides, the teacher can use textbooks to determine a strategy and tactics when working complicated in the form of approaches for most lesson presentations.

The material or contents of the three textbooks have been adjusted to the current curriculum demands, namely the 2013 Curriculum with a scientific approach that includes KI-3 as a whole. Erlangga's book was prepared to refer to the 2013 Revised Curriculum based on Permendikbud No. 24 of 2016 Basic Competency for High School / MA History Subjects for groups specializing in social sciences. Submission and presentation of material in this book use narrative methods. In line with the demands of the 2013 Revised Curriculum, this book is therefore presented in the form of activities that implicitly wish to instil certain characters in students.

In the aspect of the application, the skills of the three textbooks are categorized Good. This is consistent with what was stated by Settlege & Southerland, that communicating activities are very important [16]. Communicating is an important tool in learning activities. Writing activities are directed as the main means of communication in the context of learning. textbooks published by Erlangga have the best assessment in facilitating students to be able to



report their observations and deepen their learning process in writing both in activities outside and in the classroom. It is also supported by a statement by (Kovalik & Olsen, 2010) that communicating is a scientific process that can enable students with various interpretations to clarify, justify and broaden understanding to explore real-world applications [17].

In line also with the opinion Muslich which states that the book text lesson is said to have a quality which is good if the book text has been prepared based messaging curriculum of education both from the runway, approach, strategy, and structure of the program and try to focus on the purpose specified following the formula learning are listed in GBPP curriculum that applies [18]. Opinion Muslich also strengthened with the opinion who said that the existence of a book of text lessons as a source of learning not to be separated from the curriculum, because in it contains ingredients learn that it is possible to provide capabilities of the participant students following the objectives that outlined in the curriculum [19].

## 4 Conclusions

The quality of the feasibility of the contents of the three text books Erlangga, Yudhistira and Grafindo is good. Based on the total value of each textbook, Erlangga's textbook has a total value of 73, Yudhistira's textbook has a total value of 66, and Grafindo's textbook has a total value of 58. Findings on the aspect of content eligibility indicate that the three Textbooks have a good category. In terms of understanding text in the form of commands or exercises that direct students to understand the structure, form, and content / text messages are presented with the characteristics of each publisher's approach. The core or main material is arranged following the achievement of KI and KD which are based on the scope of the four core competencies (spiritual core competencies, social core competencies, core competencies, knowledge, and core competency skills). Three textbooks are considered suitable for use in teaching history in secondary schools by teachers and students.

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