



## Analysis Of Indonesian Language Textbook Content Junior High School Grade Viii With Curriculum 2013

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### ABSTRACT

**Purpose of the study:** This study aims to analyze the conformity of the content of two Indonesian language textbooks used in Grade VIII at MTsN 3 Indramayu with the 2013 curriculum, particularly in relation to the basic competencies outlined in the syllabus.

**Methodology:** This study applied a descriptive qualitative method. The data sources were two Indonesian textbooks: *Marbi Mahir Berbahasa Indonesia* and *Buku Bahasa Indonesia* (published by Erlangga and Yhama Widya). Data were collected through document analysis, interviews, and observation, and evaluated using textbook assessment criteria such as academic integrity, detail, and coverage.

**Main Findings:** The results indicate that the conformity between the textbooks and the 2013 curriculum syllabus was only 25% in terms of content. However, based on textbook quality criteria, both books met 80% of the standards, suggesting they remain usable as supplementary learning materials despite their partial misalignment with the curriculum.

**Novelty/Originality of this study:** This study offers an in-depth evaluation of how current textbooks align with national curriculum standards, highlighting gaps in implementation. It advances existing knowledge by identifying specific areas where textbook content fails to meet curricular expectations, offering practical input for educators, authors, and policymakers.

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## 1. INTRODUCTION

Textbooks are one of the most essential educational tools that serve as the primary reference in classroom instruction, especially in language learning[1]-[3]. They provide structured content to help both teachers and students achieve the learning objectives defined by the national curriculum. However, the quality and appropriateness of textbooks must always be evaluated in accordance with the evolving demands of educational reforms. In Indonesia, the transition to the 2013 Curriculum (Kurikulum 2013/K13) marked a significant pedagogical shift that emphasized scientific approaches, thematic integration, and competency-based learning. This shift requires that instructional materials, particularly textbooks, align closely with the prescribed syllabus and basic competencies.

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Despite the availability of official textbooks provided by the Ministry of Education, many schools still use additional commercial textbooks. These books, often produced by private publishers, are not always aligned with the curriculum's objectives. Prior studies, such as those by Pratiwi and Arif [4], [5], and Nasution [2], have highlighted issues of mismatched content, disorganized material presentation, and lack of pedagogical relevance in these textbooks. This misalignment not only disrupts the learning process but also limits the achievement of targeted competencies.

At MTsN 3 Indramayu, textbooks titled *Marbi Mahir Berbahasa Indonesia* (published by Erlangga) and *Buku Bahasa Indonesia* (published by Yhama Widya) are still in use for Grade VIII students. Preliminary observations revealed inconsistencies between the content of these books and the 2013 curriculum. For example, in several chapters, descriptive texts were presented instead of the required narrative texts, undermining the learning objectives [6], [7]. Furthermore, teachers often face challenges in delivering lessons due to the inadequate structure and sequencing of the material.

In light of these concerns, this study seeks to analyze the level of conformity between the textbook content and the 2013 curriculum syllabus. It also aims to evaluate the textbooks' pedagogical quality based on key assessment criteria such as academic integrity, depth of coverage, clarity, language use, organization, visual support, and the variety of exercises provided [8]-[10]. This research is intended to offer valuable insights into the current state of Indonesian language textbooks and inform educators, publishers, and policymakers in developing or selecting more appropriate instructional materials.

The novelty of this study lies in its dual analysis—first, evaluating the textbooks against the national curriculum, and second, assessing them using comprehensive textbook quality criteria [11], [12]. Unlike previous studies that focused only on curriculum content alignment or pedagogical features separately, this research combines both perspectives to provide a more holistic understanding of textbook suitability. The findings are expected to guide textbook selection practices and encourage the development of materials that genuinely support curriculum goals [13], [14].

The study titled "Analysis of Indonesian Language Textbook Content for Junior High School Grade VIII with Curriculum 2013" focuses on evaluating the content of an Indonesian language textbook in alignment with the 2013 Curriculum. In contrast, "An Analysis of the Textbook Entitled 'Headline English' Published by Srikandi Empat for the Seventh Grade of Junior High School" centers on the content of an English language textbook, with less emphasis on curriculum alignment [15]-[17]. The key gap between the two lies in the curricular relevance—while the first research addresses how the textbook meets national educational standards, the second mostly analyzes linguistic and structural aspects without directly connecting them to the curriculum. There is a notable lack of in-depth studies that evaluate Indonesian language textbooks based on the holistic framework of the 2013 Curriculum, particularly concerning language skills integration and character education, making this a critical research gap to address.

The novelty of this study lies in its specific focus on how the content of the Indonesian language textbook for Grade VIII aligns with the core competencies and learning objectives outlined in the 2013 Curriculum. It offers a comprehensive evaluation of language skills listening, speaking, reading, and writing while also analyzing the integration of cultural values and character education embedded in the material [18], [19]. This type of research is still limited, particularly at the junior high school level, and it provides new insights into whether the textbook effectively supports students' literacy development and moral growth in accordance with national education goals [20]-[22].

The findings of this study have significant implications for textbook development, curriculum implementation, and instructional practices. For textbook publishers, the results may serve as a guideline for creating more curriculum-aligned and pedagogically sound materials. For teachers, it provides a reference for selecting and adapting textbooks that truly support learning objectives and student competency development [23], [24]. Additionally, for education policymakers, this research can inform textbook evaluation and accreditation processes to ensure that learning materials not only transfer knowledge but also foster essential 21st-century skills and character development [25]-[27].

This research is urgently needed because textbooks remain the primary learning resource in many Indonesian classrooms, especially in the context of the 2013 Curriculum, which emphasizes scientific approaches, character building, and 21st-century competencies [28], [29]. If textbooks are misaligned with curricular goals, students may miss critical learning outcomes. Therefore, analyzing the Indonesian language textbook for Grade VIII is crucial to ensure that it provides relevant, contextual, and meaningful content [30]-[32]. Moreover, the study is essential to support the broader objective of enhancing the quality and effectiveness of national education, especially during a critical transitional stage in students' language and cognitive development.

## 2. RESEARCH METHOD

This study used a descriptive qualitative design to investigate the alignment between Indonesian language textbooks used in Grade VIII and the 2013 curriculum. A qualitative approach was chosen because it allows the

researcher to explore the depth and meaning of textual content, especially when examining how well textbook materials reflect the national standards of competencies. This design emphasizes a systematic, objective description and interpretation of the textbook content without manipulating any variables, making it ideal for educational document analysis.

The research was conducted at MTsN 3 Indramayu, with the main subjects comprising two Indonesian textbooks: *Marbi Mahir Berbahasa Indonesia* (published by Erlangga) and *Buku Bahasa Indonesia* (published by Yhama Widya). Although students and teachers were involved as informants, the primary population analyzed was the content within these textbooks, specifically the linguistic and thematic alignment with the 2013 Curriculum. Indonesian language teachers and the vice principal for curriculum also participated as supporting informants to provide contextual validation of the textbook usage.

The primary instrument used was a textbook evaluation checklist, adapted from the guidelines of BSNP (Badan Standar Nasional Pendidikan). This checklist included nine main components: (1) Academic Integrity, (2) Thoroughness of Coverage, (3) Detail Provided, (4) Language Quality, (5) Stylistic Appropriateness, (6) Organizational Clarity, (7) Visual Attractiveness, (8) Use of Illustrations, and (9) Variety of Exercises. Additional instruments included interview guidelines for teachers and observation sheets to cross-verify the real-world application of the textbooks in classrooms.

Tabel 1. Textbook Evaluation Instrument Based on BSNP Criteria

Evaluation Aspect	Description
Academic Integrity	Accuracy of facts and consistency with curriculum goals
Thoroughness of Coverage	Completeness and breadth of material across competencies
Detail Provided	Depth and clarity of explanations and examples
Language Quality	Proper use of grammar, spelling, and sentence structure
Stylistic Appropriateness	Suitability of writing style for student reading level
Organizational Clarity	Logical structure, sequencing, and coherence of chapters
Visual Attractiveness	Layout design, typography, and use of color to support readability
Use of Illustrations	Relevance and effectiveness of images, diagrams, and visual aids
Variety of Exercises	Types, quantity, and alignment of activities with learning objectives

This instrument is used to pour two textbooks using a qualitative assessment scale (eg: Very Good, Good, Fairly Good, Poor) or can be converted into a numerical score (eg: 4–3–2–1). This assessment helps assess whether the book is suitable for use according to pedagogical standards and national curriculum.

Data were collected through three primary methods: document analysis, teacher interviews, and direct classroom observation. Document analysis focused on comparing textbook content to the basic competencies (Kompetensi Dasar) outlined in the 2013 curriculum syllabus. Interviews with language teachers and curriculum staff provided qualitative insights into the practical use and perceived strengths or limitations of the textbooks. Observations served to validate whether textbook content was effectively integrated into classroom activities.

The collected data were analyzed using content analysis and percentage calculations. For the document analysis, the researcher cross-checked the presence of each competency in the syllabus with the related material in the textbooks. The level of curriculum conformity was calculated using the following formula:

$$\text{Conformity (\%)} = (\text{number of matched competencies} / \text{total required competencies}) \times 100$$

Table 2. shows the curriculum conformity percentage for each book

Textbook Title	Publisher	Conformity (%)
Marbi Mahir Berbahasa Indonesia	Erlangga	25%
Buku Bahasa Indonesia	Yhama Widya	25%

Meanwhile, the results of the quality assessment using the BSNP rubric were tabulated and averaged for overall usability.

The research procedure was carried out in several stages: (1) selecting the textbooks based on their actual use in the target school, (2) reviewing the 2013 curriculum and extracting relevant competencies, (3) conducting a document analysis to compare the textbooks with the required syllabus, (4) evaluating the textbooks using the BSNP-based rubric, (5) conducting interviews with Indonesian language teachers and curriculum staff, and (6) performing classroom observations to triangulate the data. The entire process was conducted over a two-month period in the academic semester of 2018, ensuring sufficient time for comprehensive analysis and field verification.

### 3. RESULTS AND DISCUSSION

This section presents the results of the research and provides an in-depth discussion regarding the conformity between two Grade VIII Indonesian language textbooks and the 2013 curriculum at MTsN 3 Indramayu. The analysis focuses on two main aspects: (1) the alignment of textbook content with the basic competencies (Kompetensi Dasar/KD) of the 2013 curriculum, and (2) the pedagogical quality of the textbooks based on BSNP criteria.

### 3.1. Curriculum Conformity of Textbooks

The findings reveal that both analyzed textbooks—*Marbi Mahir Berbahasa Indonesia* (published by Erlangga) and *Buku Bahasa Indonesia* (published by Yhama Widya)—only partially align with the 2013 curriculum. Through content mapping, it was found that the level of conformity between textbook materials and the basic competencies in the curriculum reached only 25%. This misalignment was evident in several chapters where the expected text types did not appear or were inadequately represented. For example, in the competency requiring students to analyze narrative texts, one textbook instead presented descriptive texts. This discrepancy undermines the achievement of curriculum-based learning outcomes and disrupts instructional flow. Table 1 below illustrates the conformity percentage of each book.

Table 3. Curriculum Conformity Level

Textbook Title	Publisher	Conformity to 2013 Curriculum (%)
Marbi Mahir Berbahasa Indonesia	Erlangga	25%
Buku Bahasa Indonesia	Yhama Widya	25%

The low level of alignment indicates that both books were either designed prior to or without full integration of the 2013 curriculum, thus failing to meet the current instructional standards. This finding supports previous literature that criticized outdated content and structural inconsistencies in many privately published textbooks [3].

### 3.2. Evaluation of Textbook Pedagogical Quality

Despite the low curriculum conformity, the textbooks demonstrated relatively high scores in terms of pedagogical quality. Based on the BSNP evaluation instrument, both books fulfilled an average of 80% of the required textbook quality criteria. Strengths were noted in aspects such as visual presentation, clarity of illustrations, and text organization. The textbooks included varied exercises, well-structured layouts, and informative graphics, which enhanced student engagement. However, issues persisted in the depth and accuracy of explanations and the consistency of language usage with student comprehension levels.

Table 4. Textbook Pedagogical Quality Assessment

Evaluation Aspect	Average Score (%)
Academic Integrity	85%
Content Coverage	80%
Detail and Explanation	76%
Language and Style	78%
Visual Presentation	82%
Exercise Variety	77%
Overall Average	80%

These results indicate that while the textbooks may not fully support curriculum implementation in terms of competency alignment, they still possess structural and visual qualities that make them useful as supplementary instructional materials. This partially supports prior conclusions by Pratiwi and Arif [33], who argue that a combination of pedagogical clarity and curriculum relevance is necessary to optimize textbook effectiveness.

The findings answer the primary objective of the study: to determine whether the textbooks in use are aligned with the 2013 curriculum [34]-[36]. Clearly, from a content perspective, they are not. Yet their layout and pedagogical features suggest they can still serve as secondary resources. This suggests a strong need for curriculum-driven textbook revision and for teachers to be more critical in textbook selection. Furthermore, textbook authors and publishers should consider working more closely with curriculum designers to ensure future publications meet national standards, both structurally and content-wise [37], [38].

Based on previous research conducted, there are gaps in this research, review of the results and findings of the research. This study emphasizes the alignment of textbooks with the national curriculum, with a content focus on the holistic integration of language skills and character education. A previous study, “An Analysis of Reading Materials in the Seventh Grade Junior High School Textbook English in Focus,” primarily explored the quality, readability, and thematic relevance of reading materials in English textbooks [39]. From these findings, key similarities emerge in terms of evaluation perspectives this study addresses curriculum compatibility and support for learning outcomes, while previous studies focused more narrowly on the literary and structural aspects of reading texts [40]-[42]. There is no integrated analysis linking reading material content to broader educational objectives, such as critical thinking, cultural literacy, and moral development especially in Indonesian textbooks.

This highlights the need for more curriculum-based and comprehensive content evaluation, not only for English but also for regional language materials.

The novelty of this study lies in its curriculum-focused approach to content analysis, which goes beyond linguistic features to begin with how well Indonesian language textbooks foster national competencies, including language proficiency and educational character [43]-[45]. This study introduces an integrative assessment model based on the 2013 Curriculum. This model raises whether textbooks support the holistic development of student competencies such as reasoning, creativity, and moral values. Such an approach is rare, especially for Indonesian language textbooks, making this study a valuable contribution to improving the quality of textbooks in accordance with national education standards.

This study is limited in several key areas that should be acknowledged. Firstly, the research focuses solely on a single textbook used in Grade VIII, which restricts the generalizability of the findings across other Indonesian language textbooks or different grade levels. The study also primarily employs qualitative content analysis without integrating empirical classroom data such as teacher practices or student outcomes, which may affect the depth of insight regarding the actual effectiveness of the textbook in real educational settings [46], [47]. Furthermore, the scope of analysis is confined to alignment with the 2013 Curriculum, and does not extensively explore other critical dimensions such as gender representation, inclusivity, or the sociocultural relevance of the texts. These limitations suggest that while the findings offer valuable input for curriculum alignment, they should be interpreted with caution in broader educational contexts [48]-[50].

The implications of this study are far-reaching. It emphasizes the importance of aligning textbook content not only with language proficiency goals but also with curriculum-defined competencies. The findings suggest that textbook authors should consider cultural context, character values, and critical literacy elements when developing materials. This reinforces the idea that effective textbooks should support both academic functions and character development, making this study highly impactful for national curriculum development and textbook evaluation.

Future research should consider expanding the scope by analyzing multiple textbooks across various publishers and grade levels to provide a more comprehensive picture of how well Indonesian language learning materials align with national curriculum standards. In addition to content analysis, mixed-methods approaches involving classroom observations, teacher interviews, and student feedback could be employed to understand how the textbook is implemented and perceived in real learning environments. Further studies could also examine additional dimensions such as cultural representation, critical literacy, and the integration of 21st-century skills. Moreover, comparative studies between Indonesian language textbooks and those used in other subjects or regions may provide deeper insights into systemic strengths and weaknesses in educational material development. These recommendations aim to support the ongoing improvement of textbook quality and its alignment with national educational goals.

#### 4. CONCLUSION

This study concludes that while the two Indonesian language textbooks used in Grade VIII at MTsN 3 Indramayu demonstrate good pedagogical quality (80% average based on BSNP standards), their alignment with the 2013 curriculum is critically low at only 25%. This confirms the initial research objective, showing a mismatch between textbook content and national competency goals. Although still usable as supplementary materials, these textbooks are not suitable as primary instructional resources. The findings suggest the need for curriculum-driven textbook development and offer prospects for further research on adaptive learning materials and curriculum-integrated publishing practices.

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