

Vernacular Simulations, Contents and Development Model Frameworks in the Language Textbooks in Indonesia

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Received	Reviewed	Revised	Published
22.08.2023	22.09.2023	28.09.2023	30.09.2023

<https://doi.org/10.61275/ISVSej-2023-10-09-22>

Abstract

This papers aims (1) to uncover the contained-textbook model application concept framework for indonesian language textbooks containing life issues capable of delivering mastery of basic competences, and (2) to provide a basic framework for considering certain aspects in the development of text-based bahasa Indonesia textbooks. Stimulation and content may not be fully addressed in a textbook. Therefore, there is a need to analyze these elements to explore various types of stimulation and content materials that can be utilized to create a well-structured textbooks. There is limited research that places emphasis on how to construct stimulations and content materials aligning with students' needs.

It employs two approaches: a qualitative approach and development research known as R&D. Two areas are examined: (1) the theoretical conceptualization of content construction in textbooks based on a qualitative descriptive analysis and a literature review, and (2) models of textbooks containing life issues effective in teaching Bahasa Indonesia in schools. Data involves actual content in textbooks, and the conceptualization of content in the literature.

The research findings are twofold. First, the aspects of content that need to be implemented in the development of text-based Bahasa Indonesia textbooks are highly diverse. These aspects take various forms, including type, shape, and others. Types of content in textbooks encompass non-physical, physical, and auditory elements. The forms of stimulation and content in textbooks can be categorized into statements/propositions presented in the form of sentences, several sentences, or paragraphs. Second, several considerations for the development of textbook content must be taken into account: the development of textbook content, insights into language, literature, and its learning, factors involved in the learning process, the relevance of language, literature, and culture in Indonesia, characterized by its status as a diverse, multilingual, and multicultural society and types of language learning materials.

Keywords: Stimulation, Content, Textbook development, Text-based instructions

Introduction

Textbooks, teaching materials and teaching books are some of the basic infrastructure in education. Needless to say, that they must be of good quality. According to the Government Regulation of RI No. 32 of 2013 Article 43 Paragraph (5) of Indonesia, good quality textbooks must have appropriate content, presentation, language, and graphics. According to the Law no. 3 of 2017 Article 1 paragraph (23), good quality books are those that meet quality standards covering content, presentation, design and graphics. To produce textbooks that can support meaningful learning processes, it is necessary to assess the feasibility of contents, presentations, language, and graphics.

The facts found in textbooks or books used in schools or circulating in the community, prepared by the government or the community have varying contents (Wijaya, Heuvel-Panhuizen & Doorman, 2015). Apart from containing information about the subject concerned, the contents of textbooks can also relate to issues to be raised or foundations to be laid in the students. They may relate to aspects such as entrepreneurship education, character education, creative economy education, anti-corruption education, and tolerance education (Winami, Year). The diversity of such feasibility is explained in various studies, such as literature, research on final projects, theses, dissertations, and other academic research dealing with teaching materials, books and textbooks.

It has recently been found that some Indonesian textbooks are categorized as inappropriate. They are as follows.

- (1) Bahasa Indonesia textbooks for grades X, XI, and XII of SMA/MA/SMK for the first and second semester, published by Ministry of Education and Culture from 2014 to 2016 (Hendrawanto and Mulyani, 2017);
- (2) Teachers and students' handout textbooks in the subject Bahasa Indonesia for grade VII of SMP Curriculum Based 2013 (Asri, 2017);
- (3) Language feasibility and contents of Bahasa Indonesia textbooks for grade XII of SMA for the first semester (Hendrawanto and Mulyani, 2017);
- (4) Bahasa Indonesia textbooks for grade X of Senior High School 2016 Revised Edition Schools (Supriyatun, Andayani and Suhita, 2017);
- (5) Feasibility of Bahasa Indonesia textbooks for grade X of SMA 2016 Revised Edition (Sari et al., 2018); and
- (6) Feasibility of Bahasa Indonesia textbooks for grade XI of SMA/MA/SMK 2017 Revised Edition (Sari, 2019).

Several researchers have examined the material contained in the textbooks.

- (1) Iswara (2013) has identified that there are character education aspects in narrative texts in electronic textbooks used for grade XI of the Senior High School students;
- (2) Roohani and Zarei (2013) have examined several aspects that have the potential to be gender-biased in the representation of women and men in pre-university English textbooks;
- (3) Haryadi (2014) has examined the development of reading textbooks that contain creative thinking and character values for PBSI college students;
- (4) Eric and Marinković (2014) have examined values and their implementation throughout textbooks;
- (5) Hajiyeva (2015) has examined corpus-based lexical studies from the university textbooks;
- (6) Qamariah (no date) has examined the content of the syllabus used in the Scaffolding textbook;
- (7) Utami and Widiadi (2016) have examined the depiction and representation of the values of Bhinneka Tunggal Ika in history textbooks;
- (8) Kurniawan (2016) has examined Bahasa Indonesia textbooks based on life skills;
- (9) Tan, et al. (2017) have identified the dominant moral values in textbooks in Malaysia;

- (10) Jaya (2017) has examined the types of sentence and phrase structures found in narrative texts in English textbooks;
- (11) Fauzi and Suharto (2017) have examined the analysis of syntax errors in Arabic textbooks for Islamic religious universities;
- (12) Bouzid (2017) has examined the gaps in the Moroccan context literature;
- (13) Adi (2018) has examined the content of character education in the 2013 Curriculum textbooks for grade III of SD for the first semester;
- (14) Mardiana and Fadhil (2017) have examined the reading material in the English textbook "English Way 2" for junior high school students; and
- (15) Yustinah (2020b) has examined the development of an enrichment book of procedure texts and explanatory texts with entrepreneurial content for SMK.

According to these researchers, the contents in most textbooks are not comprehensive. Moreover, the study of content is only about what is contained in teaching materials, teaching books, or textbooks, but what can be included, what form and type it is, where it is contained, and how the strategy has not been described. In addition, regarding stimulation in teaching materials, teaching books or textbooks, researchers have not found information about what is stimulated, what type and form, where is the stimulation, and how the stimulation strategies are implemented.

In this context, this paper examines the development of a stimulation and content-based textbook model. Its objectives are:

- (1) contained-textbook model application concept framework Indonesian language text books contained with life issues capable of delivering mastery of basic competences and
- (2) basic framework for consideration of containing certain aspects in the development of text-based Indonesian language textbooks.

Theoretical Framework

Text-Based Learning of Bahasa Indonesia

The term text-based learning in Bahasa Indonesia learning appeared at the same time as the implementation of the 2013 Curriculum in Indonesia (Ministry of Education and Culture, 2013). The 2013 curriculum recognizes the important role of language as a means for expressing feelings and thoughts aesthetically and logically.

Recognizing the important role of Bahasa Indonesia, there is a fundamental change in the 2013 Curriculum for Bahasa Indonesia subjects of the paradigm of determining linguistic units which are the basis of learning material (Mahsun, 2018). Text is used as the basis for learning Bahasa Indonesia in the 2013 curriculum because 1) through text, students' thinking skills can develop; and 2) learning material in the form of text is more relevant to the characteristics of the 2013 Curriculum (Mahsun, 2018).

Changes in the basic material for learning Bahasa Indonesia that use text in the 2013 Curriculum have an impact on changes in learning methods. Text-based learning is a teaching and learning activity that is carried out according to the text being taught. In text-based learning in class, students are required to understand each type of text, then demonstrate the structure of the content and language.

Therefore, learning Bahasa Indonesia in the 2013 curriculum places Bahasa Indonesia as a means for expressing feelings and thoughts. Emphasizing understanding of the types, rules, and context of a text can make it easier for the students to capture the meaning in a text as well as present feelings and thoughts in appropriate texts so that the purpose of conveying them is achieved.

Text-based learning of Bahasa Indonesia is carried out by applying the principle that (1) language should be seen as text; (2) the use of language is a process of selecting linguistic forms to express meaning; (3) language is functional; and (4) language is a means of forming human thinking abilities (Ministry of Education and Culture, 2013a). About these principles, every text has a structure that reflects the structure of thinking. With the structure in the text,

students can construct their knowledge through the ability to observe, question, associate, analyze, and present the results of the analysis adequately.

Text-based learning of Bahasa Indonesia is carried out through four learning stages, namely the context-building stage, the text modeling stage, the joint text-making stage, and the independent or individually text-making stage (Ministry of Education and Culture, 2013b; Mahsun, 2018).

In addition to the text-based pedagogical genre, learning Bahasa Indonesia in the 2013 curriculum is recommended to use a scientific approach and the CLIL (Content and Language Integrated Learning) approach (Ministry of Education and Culture, 2017). Therefore, learning Bahasa Indonesia in the 2013 curriculum is a synthesis of three approaches, namely pedagogical genre, scientific and content and language-integrated learning (CLIL). The implementation of the three approaches is as follows.

- (1) The main flow of the model is a pedagogical genre with 4M (Context Building, Model Examining, Guided Constructing, and Independent Constructing);
- (2) Activities to gain knowledge (KD-3);
- (3) Skills development (KD-4); and (4) the CLIL approach is used to enrich learning.

Text-Based Bahasa Indonesia Textbooks

The Essence of Bahasa Indonesia Textbooks

Etymologically, Indonesian textbook is the same as the term textbook in English. The term textbook corresponds to the term teaching books (Hartono, 2016). In this paper, the term textbook is equated with a teaching book. Because of this, the two terms are used interchangeably. In general, the formulation of the definition of a textbook is a 'standard book that contains learning materials according to the educational curriculum which is used as a teaching and learning handbook, both as a primary and complementary guideline' (Hartono, 2003; 2007; 2016).

In addition to the general understanding, textbooks have special meanings related to certain fields of knowledge or subjects. This special understanding relates to the uniqueness of each subject or field of study.

One of the uniquenesses of BSI lessons is that they cover two materials, namely language and literature which support each other (Pusat Perbukuan, 2005). One of the functions of language is the imaginative function, which is to create reality. The development of this function is accommodated in literary material. On the other hand, the means of creating literary works as works of art is language, so to appreciate literature and be creative requires the mastery of language.

Based on various formulations of statements regarding BSI textbooks, specific formulations of the meaning of Bahasa Indonesia textbooks were formulated. Bahasa Indonesia textbooks are 'standard books that contain learning materials by the Bahasa Indonesia education curriculum which are used as handbooks for learning and teaching Bahasa Indonesia, both as basic and complementary guidelines (Hartono, 2016).

Text-Based Bahasa Indonesia Textbooks

Bahasa Indonesia, basically, is a system for expressing meaning. In this case, the function that takes precedence is the function of interaction and communication which has implications for language learning approaches: "The function that is highlighted in language learning is interaction and communication, not knowledge of language."

The function of language, especially the function as a means of communication, is the basis for learning the language with a communicative approach. The communicative approach in language learning is language learning that is based on developing students' abilities to use language as a means of expressing messages/meanings for various language purposes.

The theory underlying the communicative approach is the theory of second language acquisition which developed in the United States after 1970. The assumption of this theory is that the process of learning a language is more effective if the language is taught informally through direct communication in the target language. Formal language learning is more likely

to teach students language knowledge and skills (skill getting) without giving students the opportunity to use those skills (skill using). Therefore, what must be considered in compiling BSI textbooks is the ability to communicate by paying attention to seven principles, namely 1) the principle of meaningfulness, 2) authenticity, 3) integration, 4) functionality, 5) communicative performance, 6) linkage (contextual), and 7) assessment (Pusat Perbukuan, 2005).

The 2013 Curriculum Bahasa Indonesia textbook was prepared to support the 2013 Curriculum policy which not only maintains Bahasa Indonesia in the list of lessons in schools but also emphasizes the importance of the existence of Bahasa Indonesia as a driving force and carrier of knowledge (Ministry of Education and Culture, 2013b). The 2013 Curriculum Bahasa Indonesia textbook has a paradigm shift in accordance with the paradigm shift in Bahasa Indonesia learning, which is text-based¹.

Through text-based books, students are expected to be able to produce and use texts in accordance with their goals and social functions (Ministry of Education and Culture, 2013b). In text-based language learning, Bahasa Indonesia is taught not just as language knowledge, but as a text that has the function of being a source of self-actualization of its users in an academic socio-cultural context.

Bahasa Indonesia material in the 2013 curriculum focuses on knowledge and skills about various types of text by integrating four elements of linguistic events in it (content language integrated learning = CLIL) (Kosasih and Kurniawan, 2019). The four elements are known as 4C: content, cognitive, communicative, culture).

Texts could be broken down into various types, such as descriptions, recounts, procedures, reports, explanations, expositions, discussions, letters, advertisements, diaries, negotiations, rhymes, fables, anecdotes, and historical fiction (Wiratno, 2018; Kosasih, 2019; Kosasih and Kurniawan, 2019; Sukmawati, 2019; Anderson and Andeson 2003; Pardjiono 2007). All types of text can be grouped into story text, factual text, and response text (Ministry of Education and Culture, 2013b; Mahsun, 2018).

In fact, text-based textbooks should take four stages of learning, namely:

- a. Context building stage. This stage provides stimulation/scaffolding into the main issues (focus) that will be discussed by each KD.
- b. Text modeling stage. This stage is intended as a stage that contains a discussion of the text (which is adapted to the contents of the KD knowledge material description) which is presented as a learning model.
- c. Joint text-making stage. This stage is intended as a part that facilitates students rearranging the text, as shown in the model in group activities.
- d. independently or individually text-making stage.

Content in Textbooks

Definition of Content in Textbooks

The term *muatan* (content/load) comes from the word *muat* and *-an*. *Muat* (load) v 'there is room to be filled, occupied, entered, used and so on', 'can contain'; 'is in it, containing, contains'. The word *muatan* (content/loads) in KBBI (2020) means 'goods transported by vehicle'; loads (ships and so on). Thus, loads are things, goods, or contents that are loaded or transported or placed. The word *bermuatan* (loaded) v 'contains, is burdened with; transport'. Thus, *bermuatan* (loaded) is 'containing, burdened with, occupied by or transporting. Based on the definition of *muatan* (load/content) above, the contents of textbooks are things, goods, or contents that are loaded or transported or placed in textbooks. Thus, the notion of loaded

¹ The term based in KBBI means principle, basic. The basic meaning in KBBI is 1. 'land that is under water (about rivers, sea, and so on);

2. The lower part (about cauldrons, bottles and so on) which is on the inside or on the outside. So, the base is the base, that is, the bottom.

Based means 1) 'has a base'; 'based on'. Example: The development of natural gas-based industries in the future will be directed to areas that have gas reserves. Based means having a base, based on or based on. So, the base in a textbook is the base/foundation/principal/focus used in the development of a textbook. Or 2) 'has a container or place, has a container/place; based can be said as a container as a base/foundation for placing the contents/information/messages of textbooks; base here can be defined as an element of a textbook in the form of hardware/equipment which forms the base/foundation or container for placing content/information/messages of learning material (see Hartono 2020).

textbook material is textbook material that contains, is burdened with, occupied by or carries something, goods, or content that is loaded or transported or placed in a textbook.

Review of Literature

Research about the role of stimuli and contents within the instructional materials, teaching books, and textbooks have been carried out by many scholars including Iswara (2013), Roohani and Zarei (2013), Haryadi (2014), Marinković and Erić (2014), Hajiyeva (2015), Qamariah (2016), Utami and Widiadi (2016), Kurniawan (2016), Tan (2017), Jaya (2017), Suharto and Fauzi (2017), Bouzid (2017), Adi (2018), Mardiana and Fadhil (2017), and Yustinah (2020).

Among them, Iswara (2013) has identified elements of character education present in narrative texts within electronic textbooks designed for the eleventh-grade students in senior high schools. The research has employed a descriptive qualitative approach, revealing that 49.75% of character education aspects aligned with 18 different character traits detected across all the relevant narrative texts.

Roohani and Zarei (2013) have explored potential gender bias in the depiction of genders in pre-university English textbooks in Iran. Employing content analysis, they have found that despite earnest efforts to prevent gender bias, the pre-university English textbooks in Iran display a male-oriented and gender-skewed bias in terms of first names, nouns, and accompanying images. Haryadi (2014) has also examined these issues with the title "Pengembangan Buku Ajar Membaca yang Bermuatan Kreativitas Berpikir dan Nilai-nilai Karakter bagi Mahasiswa Pendidikan Bahasa dan Sastra Indonesia". He uses the type of development research known as Research and Development. He concludes that the prototype of a reading textbook containing creative thinking and character education values has proven to be effective.

Marinković and Erić (2014) delves into the representation of values and their integration within the context of a textbook. They reveal that values, along with value-based judgments and behaviors, constitute significant dimensions of socialization and upbringing. Similarly, Hajiyeva (2015) focuses on the lexical analysis of university-level textbooks, specifically exploring the coverage of lexical content and the distribution of word frequencies derived from academic word lists and the British National Corpus. He demonstrates that the academic word list word families contribute to a limited proportion (6.5%) of the entire corpus, whereas the top two thousand high-frequency word families account for a substantial 88.92% coverage. He concludes that 98% coverage is necessary for self-sufficient understanding, requiring a vocabulary size of 9,000-word families.

In contrast, Qamariah (2016) scrutinizes the content of Scaffolding textbooks in terms of syllabus design. He highlights the prevalence of a structural syllabus approach with a genre-based orientation in the scaffolding textbooks. Moreover, Utami and Widiadi (2016) employing a qualitative method that involves critical discourse analysis techniques, particularly Roger Fowler's representational analysis model, explores how the concept of *Bhinneka Tunggal Ika* (Unity in Diversity) is represented across various themes, including assimilation, acculturation, syncretism, diversity, plurality, multi-culturalism, discrimination, unity and oneness.

Kurniawan (2016) employs content analysis methods to scrutinize the content of Indonesian language textbooks. He emphasizes that both senior high school (SMA) and vocational high school (SMK) curricula already encompass the fostering of life skills, particularly emphasizing the development of communication skills. Tan (2017) identifies the predominant moral values within Malaysian textbooks. Utilizing content analysis and narrative analysis methods, he underscores that the moral principle of 'responsibility' holds the highest prominence among the textbook content in Malaysia.

Jaya (2017) explores sentence structures and phrases in English narrative texts. He reveals the presence of various sentence types, although not all phrase types are uniformly represented. Thus, narrative texts encompass a diverse range of sentence and phrase structures to effectively convey meanings and stories to readers. However, Suharto and Fauzi (2017) conduct a descriptive analysis of syntactic errors in the textbook "Al-Mahir fi Tathbiq al-Istima'

wa al-Kalam," and identifies eight errors in various linguistic elements, suggesting a need for corrections based on standard Arabic grammatical rules.

Bouزيد (2017) contributes to the field by evaluating three locally designed ELT textbooks. He thus determines the alignment of these resources with the theoretical principles of a standards-based approach to teaching English as a foreign language in Morocco. He underscores the deficiencies in content representation, particularly in addressing certain standards within the textbook activities.

On the other hand, Adi (2018) utilizes a qualitative approach involving content analysis to investigate the incorporation of character education content within the curriculum textbook for third-grade elementary students during the initial semester of 2013. He indicates the widespread integration of character education values across various themes, although some indicators are absent. Nonetheless, specific character values receive less emphasis compared to what is theoretically recommended.

Mardiana and Fadhil (2017) focus on assessing the reading materials present in the 'English Way 2' textbook intended for the junior high school students. Employing a descriptive qualitative approach with content analysis, they reveal the inclusion of three text genres—descriptive, recount, and narrative. Moreover, the lexical density of reading texts within the "English Way 2" textbook for seventh-grade students is approximately 40%, which represents a 50% reduction in lexical density.

Yustinah (2020) employs the Research and Development (R&D) methodology. She highlights that; 1) the necessity for an enrichment book catering to procedure and explanation texts with entrepreneurial content suitable for Vocational High Schools, based on educators' perspectives; 2) the distinctive features of these enrichment books, including entrepreneurial principles; 3) a profile of these books encompassing product presentation and the precision of entrepreneurial content; and 4) the effectiveness of the developed enrichment books in structuring the content.

This literature review focused on stimulation and content within textbooks. It becomes evident that the coverage of stimulation and content in these educational resources remains inadequate and incomplete. A comprehensive investigation is essential to identify the potential aspects of stimulation and content, their types, forms, and placement, as well as strategies for integrating them into textbooks. Such a study aims to achieve a clear theoretical understanding, practical conceptualization and tangible exemplification of stimulation and content within the educational materials.

Research Methods

This study uses two approaches, namely a qualitative approach and development research known as R&D. The qualitative approach analyzes the content in the textbook which includes a description of the stimulating construction, content structure, and content in the textbook in order to obtain theoretical findings about the description of the construction in it. The R & D approach develops and disseminate a textbook model containing aspects of life which are considered to be effectively used in learning Indonesian. The steps for this development are to carry out (1) research and information data collection about the needs analysis of learning models, (2) preparation of the principles of developing textbook models, (3) preparation of textbook model prototypes, (4) expert and lecturer tests, (5) prototype revisions based on expert and lecturer reviews, (6) limited tests, (7) prototype revisions based on limited tests, and (8) large-scale tests.

There are two subjects in this study, namely the theoretical conceptualization of content construction in textbooks based on the results of a qualitative descriptive analysis of the object of study and the literature review and models of textbooks containing life that are effective as a means of learning Bahasa Indonesia in schools. This textbook model is based on the results of needs analysis, both theoretically and practically. There are also two objects of this research, namely textbooks used in schools, both textbooks published by the government and textbooks published by the private sector.

There are two groups of data in this study, namely (1) content reality data contained in textbooks and (2) content concept data in the literature and 1) textbook model requirement data sourced from teachers and Junior/Senior High School students in Central Java, 2) characteristic data of textbook models that contain aspects of life, such as regional culture, 3) data on experts' assessment originating from textbook experts, and 4) data on the effectiveness of textbook models from teachers and students.

There are several data sources in this study. The first is the textbooks used in schools, both government-published textbooks and privately-published textbooks. Another source is teachers and students to obtain descriptions of perceptions and views related to the content contained in textbooks used in schools. The second is students, teachers, and experts in the field of Bahasa Indonesia language textbooks.

The details of this data source are students and teachers of Junior/Senior High School in Central Java which are the area of this research at the stages of analysis of needs and testing of textbook prototypes. In the expert assessment test stage, the research data sources consisted of experts in the field of textbooks. As for the testing of the effectiveness of textbooks, the data sources for this study consisted of students and teachers of Junior/Senior High School in Semarang City.

The instrument used to obtain research data consists of two parts. First, namely (1) data cards that can be used to record content reality data contained in textbooks; (2) observation sheets used to explore content concept data in the literature; and (3) an interview guide used to obtain data on the perceptions and views of teachers and students regarding the content contained in textbooks at their schools.

The second instrument are: (1) the instrument for teacher and student needs for Bahasa Indonesia textbook models containing cultural aspects, such as regional culture and (2) expert and lecturer assessment/test instruments for product prototypes for Bahasa Indonesia textbooks containing aspects of life, such as regional culture.

Data collection techniques in this research are divided into two groups. First, to collect data that supports the description of the theoretical conceptualization of content construction in textbooks, the technique used is the observation and note-taking technique to collect data (1) the reality of content contained in textbooks and (2) content concept data in the literature.

Second, to collect data that supports the description of textbook models that contain aspects of life that are effective in learning at school, open structured questionnaire techniques and interviews were used. An open structured questionnaire technique was used to collect (1) data on the needs of textbook models sourced from teachers and students of Junior/Senior High School in Semarang City, (2) data on the characteristics of textbook models that contain aspects of life, such as regional culture, (3) data on experts' assessment which comes from textbook experts, and (4) data on the effectiveness of textbook models from teachers and students. The interview technique is used to obtain data that can strengthen the data that has been obtained with an open structured questionnaire technique

The interactive analysis model put forward by Miles and Haberman (Rohidi, 2012) is used as a data analysis technique in this study which includes stages (1) data collection and (2) data reduction which are deemed irrelevant for the purposes of preparing theoretical constructions of conceptualization of stimulation, content structure, and content in textbook.

The interactive analysis model put forward by Miles and Haberman was also used to develop a model of a Bahasa Indonesia textbook that was stimulating, structured and filled with aspects of life. This model includes the stages of 1) data collection, 2) irrelevant data reduction, 3) data presentation in the form of classification, presentation of descriptions, division, and so on, and 4) conclusion or verification of data and results.

Findings and Discussion

The conceptual framework for Bahasa Indonesia textbooks that are capable of delivering KD mastery meant here is the presentation/elaboration of teaching materials in Bahasa Indonesia textbooks in accordance with the expected competencies and the teaching materials in textbooks that can help understand the knowledge or mastery of the mandated skills curriculum, especially the 2013 Bahasa Indonesia Curriculum. In that curriculum, it is mandated that there be learning aspects of knowledge and skills, both concerning language and literary competence (Minister of Education and Culture Regulation No. 24 of 2016).

Aspects of knowledge of teaching materials and aspects of language and literary skills in Bahasa Indonesia textbooks are different. For example, in KD Understanding interview text, to explain and understand the concept, it is sufficient to use an explanation of the text and examples of the text. However, to explain and understand the structure of the text and the language rules of the interview text, students are not only presented with the interview text, but are presented with text with analysis or a structural chart or linguistic rules using a graphical chart (scheme). Especially for aspects of language and literary skills, for example for KD: turning interview text into narrative. In KD, there is a process of how the interview text is converted into narrative text, namely with a flow chart.

Thus, in the development of teaching materials for Indonesian language textbooks, attention must be paid to what material and competencies the students will achieve. Teaching materials for learning language and literary knowledge do not require the process of forming that knowledge, but require an overview/description/schematic of language and literary knowledge, as shown in the following chart/scheme

Types of Content in Textbooks

Textbooks must be developed continuously, so that they have added value and have more functions, namely by including messages/content material that are in accordance with KD/Indicators and other things that provide added value. Types of content in textbooks include a) non-physical aspects, such as concepts about instilling and preserving values, guidelines, local customs/wisdom, arguments, laws, and so on; 2) physical, such as illustrations that make cultural preservation attractive and ornaments that can beautify textbooks; and 3) sounds, such as the sounds of musical instruments, musical instruments, animal sounds, or nature.

Forms of Content in Textbooks

The shape and form of content in textbooks can be distinguished into 1) statements/propositions in the form of sentences, several sentences, or paragraphs, 2) pictures and others as illustrations, and 3) sounds as a complement to comfort.

1. Statements/propositions in the form of sentences or several sentences, paragraphs

The form of this content is in the form of statements or sentences, several sentences, or paragraphs about character values, entrepreneurial values, religious teachings/guidelines, scientific concepts/theories, principles/laws/postulates, and so on. In language and literature textbooks, this content is displayed in text that is part of a sentence, several sentences, or paragraphs of the text.

2. Pictures/photos, graphics, etc..

Textbook illustrations help clarify content and attract readers to add value to the textbook. It happened because illustration is a form of communication with visualization functioning as a support for the appearance of textbooks. The readers who see the illustrations can understand the contents of the textbook and their reactions according to what the author intended.

3. Sound

The sound that can be displayed/contained is the sound that accompanies the display of the textbook. This sound is obtained from the sound of musical instruments, songs, musical instruments, animal sounds, natural sounds, etc. This sound is played continuously or incidentally as a variation that accompanies and completes the presentation of the body/core of the textbook in the form of content/message/textbook information.

The Structure of text in Linguistic Rules

Teaching materials for learning language skills and literature require a process for how these skills are realized. This is shown in the following flowchart

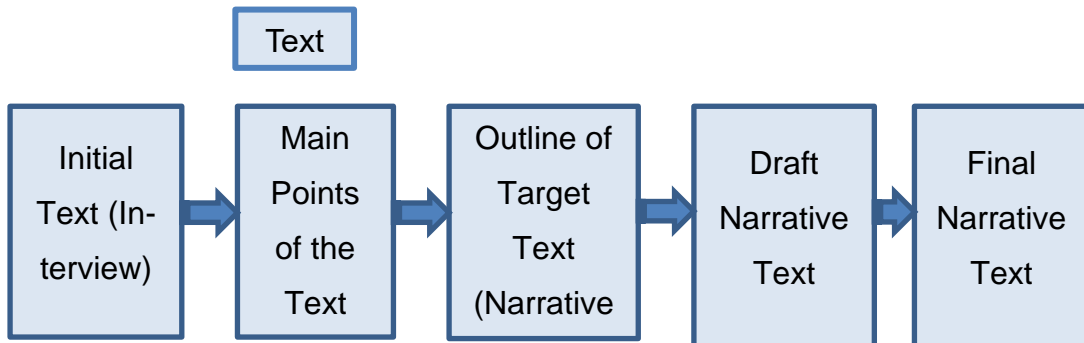


Fig. 1: Structure of Text
Source: Author

Textbook development must also pay attention to aspects of life issues that need to be instilled and preserved in accordance with the conditions of the child and the area where the education unit is located. This must pay attention to the vision of the education unit so that educational attainment is maximized. This means that besides students being able to achieve the competencies that must be mastered, students also know the insights of other things, are aware of life's issues, and preserve other things according to needs and regions.

Life issues, such as regional culture, anti-corruption education, tolerance education, maritime education, disaster awareness education, and so on are presented and integrated in the development of Bahasa Indonesia textbooks. The inclusion of these issues in textbooks can be done at the beginning (cover), core, and ornaments of textbooks. This is shown in the following chart.

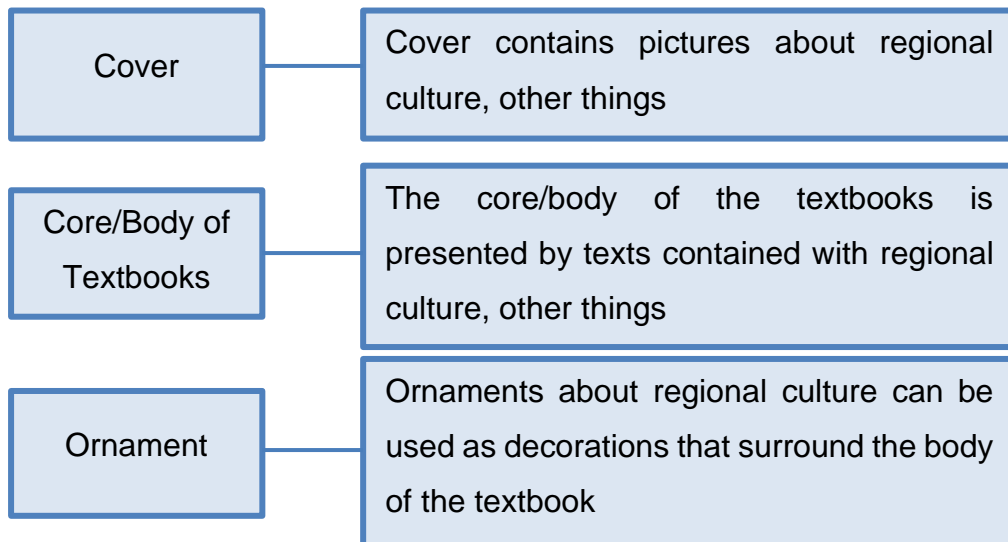


Fig. 2: Framework for Incorporating Issues in Textbooks
Source: Author

Framework of Content Aspects to be Implemented in the Development of Text-Based Indonesian Books

The content aspects that need to be implemented in the development of text-based Bahasa Indonesia textbooks are very diverse. These aspects are in the form of type, shape, and others. Types of content in textbooks include 1) non-physical, 2) physical, and 3) sound/voice. The forms of stimulation and content in textbooks can be distinguished into 1) statements/propositions in the form of sentences, several sentences, or paragraphs, 2) pictures and others as illustrations, and 3) sounds/voices as a complement to comfort.

Introduction of culture and other aspects of life can be used as content in textbooks. These aspects are some of the strong foundations in the development of Bahasa Indonesia learning textbooks. For the Indonesian nation which is rich in regional culture and aspects of life, the inclusion of regional culture and aspects of life in the development of learning textbooks is a necessity that cannot be ignored anymore. These aspects can be used as stimulation which is included in the development of textbooks for learning Bahasa Indonesia in schools.

Basic Framework for the Development of Text-Based Bahasa Indonesia Textbooks

The development content of the aspects of life in Bahasa Indonesia learning textbooks in schools is basically a process that is passed through and a network of activities that are carried out consciously which influence each other. The network is the basis for the policy for developing the content of Indonesian language and literature learning textbooks. With certain calculations and considerations, the right decision regarding the content of the learning media can be taken. The decision concerns the development of stimulation and content of Indonesian language and literature learning textbooks. Several considerations for the development of textbook content that must be considered include the following.

- a. Development of textbook content: The development of the content of learning textbooks for each subject, such as Indonesian language and literature, is handed over to the school or teacher by adjusting the school's vision. Schools and teachers with the obligation to develop KTSP and learning tools, one of the roles that are carried out is to develop text book content that can support or succeed in achieving the school's vision (see Susanto 2007: 129). Thus, schools and teachers with visions whose conditions and abilities are different from the Content Standards and Process Standards (with certain visions, such as containing local wisdom) may include local wisdom (regional culture) in the development of textbooks or learning teaching materials at school.
- b. Insight into language, literature, and its learning; Appropriate decision-making requires that the development of the content of Indonesian language learning textbooks has the ability to make decisions, both based on experience and based on relatively broad and deep insights regarding language, literature, and learning.

The purpose of language learning is closely related to the goals of national education, namely developing the potential of students to become human beings who believe, fear to the God Almighty, have noble character, are healthy (at least spiritually healthy), knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Law No. 20 of 2003). The contents of the selected textbooks must enable children to develop and enrich their faith, piety, have noble character, be healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

- c. The factors involved in the learning process: Other factors involved in the learning and teaching process are students and teachers, type and level of the educational institution concerned, facilities including curriculum, funding, and learning methodology. For example, students who are involved in learning activities come from different regions/areas, socio-cultural, and regional cultures.
- d. The actuality of language, literature, and culture in Indonesia is characterized by its status as a diverse, multilingual, and multicultural society. The interplay between Indonesian language and literature, regional languages and literature, as well as foreign languages and

literature underscores a symbiotic relationship. This factor becomes crucial for formulating policies to enhance and advance Indonesian and regional language and literature education, while also elevating the quality of instruction for learning Indonesian, regional languages, and foreign languages. Crafting the content for textbooks that facilitate the study of Indonesian language and literature entails striking a balance between the requisites of standard Indonesian and acknowledging its diverse manifestations encompassing written, spoken, formal, and informal styles. Additionally, the construction of textbook content for Indonesian language and literature learning takes into consideration students' linguistic backgrounds and regional cultural affiliations, especially at the elementary school level. Conversely, the creation of content for regional language learning materials acknowledges the intricate interplay between regional languages and the influences of Indonesian and foreign languages, both directly and mediated through Bahasa Indonesia. This approach is complemented by a conscious effort to reflect the ongoing evolution of relevant regional languages. Language, as a repository of knowledge, serves as a conduit for imbibing local cultural values. The infusion of local cultural values into language education can be facilitated through digital tools, particularly in today's pandemic-stricken context. Employing effective digital learning tools is hoped to aid students grappling with learning challenges while enhancing their prowess in discourse writing comprehension. This research endeavors to design a digital flowchart medium that champions the integration of local cultural values in the process of learning discourse writing. The methodology employed here is a Research and Development (R&D) approach that aligns with the ADDIE model, encompassing analysis, design, development, implementation, and evaluation phases. Data collection strategies encompassed the use of questionnaires, observations, and documentation. The expert validation of the feasibility test yielded positive results, registering 86.5% for learning media and 92.5% for learning materials. Consequently, it can be inferred that the designed digital flowchart medium that emphasizes local cultural values proves effective in enhancing learning outcomes in the realm of discourse writing (Prasandha et al., 2023).

- e. Types of language learning materials; In detail, the types of learning materials consist of knowledge (facts, concepts, principles, and procedures), skills, and attitudes or values (Ministry of Education and Culture 2002; Ministry of Education and Culture 2013; Ministry of Education and Culture 2016). They include the types of material facts which are the names of objects, historical events, symbols, names of places, names of people, etc. What includes concept material is understanding, definition, special features, components, or parts of an object (For example, the chair is a seat with four legs, and there is a back and arms). Principle material includes propositions, formulas, adages, postulates, theorems, or relationships between concepts that describe "if...then...", for example, "If a metal is heated then it will expand", the formula for calculating the area of a square is side times side.

Procedure-type material is material relating to systematic or sequential steps in carrying out a task. For example, the steps to compose a narrative text, and how to read poetry. Attitude-type material (affective) is material related to attitudes or values, for example, the value of honesty, affection, help, enthusiasm and interest in learning, enthusiasm for work, etc.

- a. Aspects of regional culture and other selected life: Other aspects of culture and life that are chosen to be the contents of textbooks are various aspects, such as art, cultural areas, festivals, etc. With this variety, it will reduce the level of boredom and add scientific insight to support students' knowledge.
- b. Socio-Cultural: Indonesian society is structured in a multicultural social and cultural structure. Therefore, harmony and peace of life must be maintained. One of the ways to protect this can be done is by developing textbook content that maintains harmony between various socio-cultural groups (no mention of SARA). The contents of this textbook are expected to foster and develop the existing socio-culture. Literature is an essential part of the culture and identity of a society. As a cultural product, it cannot be inherited genetically but is enculturated through education. However, the development of literary education in

formal education is yet to show encouraging results in Indonesia. On the other hand, it takes place informally in the local community (Febriani et al., 2023).

- c. Territorial: Indonesia consists of land and sea areas spread across various islands. Therefore, the content of Indonesian language and literature learning media should pay attention to the proximity and breadth of the area where students live.

Framework for Developing Bahasa Indonesia Textbooks with Life Aspects

The strategy that can be carried out in developing the content of learning textbooks is in the form of developing learning textbooks for basic competencies (KD) by integrating aspects of regional culture and other life in learning textbooks that are by basic competencies. That is, aspects of regional culture or other life are distributed by being loaded or integrated into the selected learning textbooks according to basic competencies (Hartono, 2005).

1. Identify the basic competencies that become a reference for the development of learning textbooks. Before determining the development of textbooks, it is first necessary to identify the basic competencies that students must learn or master. These aspects need to be determined because each basic competency requires a description of the material in different teaching materials/textbooks/learning textbooks. KD in the knowledge group will differ in the description of the material in teaching materials/teaching books/textbooks with KD in the skills group. KD (knowledge): Understanding narrative text will be different from the KD (Skills) in writing narrative text.
2. Identify the suitable textbook content structure to be made. Textbooks to be made are paper-based, or IT-based.
3. Identify aspects of life, such as local wisdom (regional culture), and others that will be included and how to include them. In line with the various types of KD, aspects of life, such as regional culture and others can also be differentiated into various aspects such as arts, cultural areas, festivals, etc. Aspects of regional culture that can be implemented in the development of Indonesian language learning textbooks in schools include the arts, cultural areas, festivals, etc.
4. Choose the types of aspects of life, such as regional culture and others that are by the selected textbooks and predetermined KD. Also, pay attention to the amount or scope that is sufficient enough to make it easier for students to achieve KD. Based on the aspects of the textbooks and KD that have been identified, the next step is to choose the types of life aspects, such as regional culture or others that are by the aspects contained in the textbooks and KD.
5. Arranging/producing textbook teaching materials that have been filled with aspects of life, such as regional culture or others. In the manufacture/development of textbooks can be done with a strategy of integrating aspects of regional culture in learning media. That is, aspects of regional culture are distributed by adding/integrating them into textbooks.

Conclusions

Contained-textbook model application concept framework for Indonesian language textbooks containing life issues capable of delivering mastery of basic competences contain implementation of stimulation and content within a textbook might not be fully realized. This underscores the necessity of scrutinizing these elements in order to explore a wide array of stimulation and content materials that can be employed to construct a well-structured textbook. In light of this, there is a dearth of research that prioritizes the analysis of what and how to effectively formulate both stimulation and content materials that cater to the students' requirements. A myriad of content facets can be encompassed in a textbook intended for effective Indonesian language instruction within a text-based teaching framework. These facets encompass various types and categories.

Basic framework for considering certain aspects in the development of text-based Indonesian textbooks begin with, three fundamental types of content materials can be discerned in a textbook: (1) non-physical content, encompassing notions of human values, ethics, local customs or wisdom, principles, laws, etc., essentially prescriptive norms that need to be

imparted and preserved for the future; (2) physical content, referring to tangible elements like illustrations that enhance appeal and cultural preservation, or embellishments that adorn the learning medium; and (3) audio components, such as sounds of musical instruments, animals, or even nature. Secondly, the categories of stimulation and content materials are classified into three distinct groups: (1) propositions presented in the form of sentences or paragraphs, (2) visual aids like pictures or other forms of illustrations, and (3) supplementary audio elements. These facets embracing cultural values and norms can be effectively integrated into a textbook. Thus, it can be reasonably concluded that these aspects of stimulation and content serve as essential building blocks in the construction of a textbook for Indonesian language instruction.

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