

# Feasibility Assessment of Merdeka Curriculum in *Bahasa Indonesia* Digital Textbooks for Class VII Junior High Schools

Nugraheni Eko Wardani\*

Department of Indonesian Language and Literature Education, Universitas Sebelas Maret, Surakarta, Indonesia

Sarwiji Suwandi

Department of Indonesian Language and Literature Education, Universitas Sebelas Maret, Surakarta, Indonesia

Chafit Ulya

Department of Indonesian Language and Literature Education, Universitas Sebelas Maret, Surakarta, Indonesia

**Abstract**—This research aimed to assess the feasibility of *Bahasa Indonesia* digital textbooks used in Merdeka Curriculum for class VII. By employing qualitative descriptive approach with a content analysis strategy, data were collected from various sources, including *Bahasa Indonesia* digital textbooks published by the Ministry of Education, Culture, Research, and Technology Indonesia (MECRTI) and PT Erlangga Indonesia (PTEI). Additionally, inputs from informants and teacher questionnaires were considered during the data collection process, which involved analyzing digital textbooks, conducting informant interviews, and administering teacher questionnaires. To ensure data validity, data source triangulation method was used, while the data analysis technique employed was interactive analysis. The results showed that both *Bahasa Indonesia* digital textbooks published by MECRTI and PTEI contained learning materials encompassing descriptive, narrative, procedure, response, news, and letter texts. It should be noted that there were significant differences between the two textbooks. For example, the book published by MECRTI included learning objectives but lacked specific learning outcomes, while the one published by PTEI encompassed both learning objectives and outcomes. Digital textbook from PTEI was equipped with a QR code, facilitating easy access to media and learning resources, while the one from MECRTI was available in the form of e-books but did not provide a QR code. Both digital textbooks showed feasibility across various aspects, including sophistication, contextuality, relevance, creativity of supporting materials, linguistic aspects, and overall structure (beginning, content, and closing). However, the results showed that digital textbook published by PTEI outperformed the one by MECRTI.

**Index Terms**—Eligibility of Textbooks, Merdeka Curriculum, Junior High Schools

## I. INTRODUCTION

Indonesia was confronted with the formidable challenge of the Covid-19 pandemic between 2019 and 2022, which significantly impacted the education sector. One of the major concerns was the limited access of younger generations to quality learning materials, hindering the fulfillment of their right to education (Sanjaya, 2020, p. 161). The pandemic spanned 2.5 years and had devastating effects on Indonesian education. Prior to the pandemic, the country had adopted the 2013 Curriculum, a competency-based approach designed to foster a comprehensive development of affective, cognitive, and psychomotor skills. The success of the curriculum relied on observing the behaviors and skills of students, and it had been successfully implemented across all schools in the country. However, during the Covid-19 pandemic, the shift to online learning posed significant challenges to its implementation, hindering the achievement of desired learning outcomes by students (Yasir, 2021, p. 5). In a situation in which these challenges are not promptly addressed, the uncertainty surrounding the duration of the pandemic can lead to a decline in the quality of human resources in Indonesia, giving rise to a generation with inadequate skills and abilities.

To address these learning obstacles, the Indonesian government took decisive action and introduced the Emergency Curriculum during the pandemic. This curriculum was a simplified version of the 2013 Curriculum, focusing on enhancing student understanding. Furthermore, it entailed reducing the number of basic competencies and avoiding the repetition of learning materials in lessons (Sanjaya, 2020, p. 163). The government also provided modules and assessments to enable teachers to conduct the learning process more thoughtfully, without the pressure of rushing to meet basic competency targets. The emphasis shifted towards essential competencies, considered the most important

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\* Corresponding Author. Email: [nugraheniekowardani\\_99@staff.uns.ac.id](mailto:nugraheniekowardani_99@staff.uns.ac.id)

and relevant, and prerequisite competencies necessary for students to advance to the next level.

According to Herususilo (2020, pp. 1-5), simplifying basic competencies in the 2013 Curriculum has lightened the workload for teachers in providing learning materials. As a result, students find it easier to determine their grades and progress toward graduation. This simplification has also made online learning more manageable, reducing the burden on teachers, parents, and students (Kasih, 2021). The Emergency Curriculum has allowed a focus on strengthening character and basic competencies in students. Kasih (2021) further stated that during 2020-2021, the Emergency Curriculum assisted students to achieve better learning outcomes compared to the 2013 Curriculum.

In 2021-2022, the Indonesian government introduced Merdeka (independent) Curriculum to facilitate learning recovery during the pandemic. This curriculum is designed to the specific needs and readiness of each educational unit, ensuring a contextual and student-centric approach. According to the Ministry of Education, Culture, Research, and Technology Indonesia (MECRTI), Nadiem Makarim, Merdeka Curriculum is more concise, simpler, and flexible, aiming to address learning losses due to the Covid-19 pandemic and elevate Indonesian education on average with other countries (Ministry of Education, Culture, Research, and Technology, 2013).

Merdeka Curriculum is currently implemented in several sekolah penggerak (transformational schools) and vocational centers of excellence in Indonesia. The implementation is based on the Decree of MECRTI Number 1177 of 2020 concerning the Transformational School Program, along with the Decree of the Bookkeeping Development Research Agency Number 028/H/KU/2021 and 029/H/KU/2021 concerning the Application of Learning Outcomes in Transformational Schools for SD, SMP, SMA, and SMK. The gradual implementation of Merdeka Curriculum is underway across all schools in Indonesia.

The Indonesian government has published digital textbooks as part of the implementation of Merdeka Curriculum, covering various subjects, including *Bahasa Indonesia* and literature, to support language learning and literature studies. However, as the curriculum is relatively new, it is crucial to consider inputs from higher education academics to ensure the quality of these digital textbooks. The contributions from higher education institutions enhance the usefulness of these resources for both students and teachers. Given the pivotal role of textbooks in improving primary and secondary education, continuous review and enhancement of their quality are essential to elevate the standard of Indonesian education. In the previous year, textbooks for the 2013 Curriculum were revised based on inputs from academics in tertiary institutions, leading to improved outcomes.

Despite the importance of digital textbooks in Merdeka Curriculum, there is a lack of research on their application in *Bahasa Indonesia* and literature. Most research focused on textbooks within the context of the 2013 Curriculum. For example, Sanjaya (2020) highlighted that the implementation of the Emergency Curriculum during the Covid-19 pandemic was prompted by the unmet educational rights of children during online learning. Similarly, Yasir (2021) reported learning achievement failures at SMP IT Ad-Durrah Medan due to the impact of the pandemic on the 2013 Curriculum, where learning outcomes were not maximized, and students attitude competencies were not achieved due to the lack of offline learning routines monitored by teachers. In other research conducted by Sibagariang, Sihotang and Murniati (2021), the vital role of transformational teachers in stimulating the analytical and reasoning abilities of students in problem-solving was analyzed. Zahrawati and Ramadani (2021) discovered that the Covid-19 pandemic presented various obstacles to learning with the 2013 Curriculum, including the inability of teachers to achieve learning objectives, provide adequate materials, and the lack of IT mastery and supporting infrastructure for online learning. Consequently, students faced difficulties in understanding learning materials, lost interest in learning, and had limited online learning support facilities. Satriawan et al. (2021) highlighted the crucial role of the Program Guru Penggerak (Transformational Teacher Program) in disseminating transformational visions to stakeholders. On the other hand, Rahayu et al. (2021) identified four teacher obstacles in implementing Merdeka Curriculum in transformational schools, including learning objective alignment, space management for curriculum implementation, time management for curriculum training, and the availability of curriculum information. Further exploration of digital textbooks for *Bahasa Indonesia* and literature in the Merdeka Curriculum is necessary due to the lack of prior research in this area.

## II. THEORETICAL BACKGROUND

### A. Digital Textbooks

Digital textbooks, as defined by Troseth and Strouse (2020), are screen-based books presented in electronic formats, offering the potential to enhance learning. According to Rajek et al. (2020), textbooks are either published digitally or converted from physical paper print forms, accessible on various mobile devices such as laptops, smartphones, tablets, or desktop computers. Additionally, Rahadian and Safitri (2017) described digital textbooks as electronic versions that can be read on desktop and laptop screens, PDAs, portable devices, or e-book hardware, with the capability of using various file formats, and incorporating features including annotations, audio and video, and hyperlinks. According to Dick and Carey (2009), textbooks are a set of learning materials systematically arranged, presenting a complete set of competencies that students will master in their learning activities.

### B. Merdeka Curriculum

Merdeka curriculum is a continuation of the Emergency Curriculum that was implemented during the Covid-19 pandemic in Indonesia. The pandemic made it challenging to cover the learning materials in the 2013 Curriculum

through online learning, leading to unachieved learning targets. As a solution, the Indonesian government introduced the Emergency Curriculum, simplifying the 2013 Curriculum material. Following the implementation of the Emergency Curriculum, the government adopted Merdeka Curriculum, which had been progressively integrated into schools.

According to Supangat (2021), Merdeka Curriculum has several characteristics, including (1) project-based learning designed to develop soft skills and characters of students, such as faith, piety, noble character, cooperation, global diversity, independence, critical reasoning, and creativity, (2) a focus on essential materials to allow sufficient time for in-depth learning of basic competencies such as literacy and numeracy, and (3) flexibility for teachers to adapt the learning process based on the abilities of students and make adjustments to the context and local content.

### III. METHOD

This research used a qualitative descriptive approach, employing a content analysis strategy (Krippendorff, 2018). Content analysis, as defined by Risager (2018), was a research technique that enabled replicable and valid inferences from texts or other meaningful materials to their respective contexts of use. Data were obtained from digital textbooks of *Bahasa Indonesia* and literature used in class VII of Junior High Schools. Textbooks were published by both MECRTI and PT Erlangga Indonesia (PTEI). Additionally, a questionnaire assessing the feasibility of the two digital textbooks for Merdeka Curriculum in class VII was distributed to 20 *Bahasa Indonesia* and literature teachers, supplemented by insights from teacher informants. Data collection involved analyzing documents related to the two digital textbooks, examining the results of the questionnaire, and conducting informant interviews. To ensure data validity, data source triangulation method was employed. The data analysis method employed interactive analysis, encompassing data reduction, data display, and conclusion steps (Miles & Huberman, 2014). The questionnaire instrument distributed to teachers could be seen in Table 1.

TABLE 1  
THE INDONESIAN NATIONAL EDUCATION STANDARD AGENCY-BASED TEXTBOOKS FEASIBILITY QUESTIONNAIRE INSTRUMENT

Subcomponent	Items
Sophistication, contextuality, and feasibility of the material were in line with real-life events and scientific development	<ul style="list-style-type: none"> <li>The learning materials contained novelty in terms of scientific development, which showed the breadth of references and the implications of the material for various aspects of life.</li> <li>Information in the learning material corresponded to real-life and fairy tales.</li> <li>Materials, examples, and activities considered health, safety, and environmental aspects based on the age development of students.</li> </ul>
Relevance and creativity of the learning material presentation	<ul style="list-style-type: none"> <li>The material was presented in a consistent, logical, coherent, and coherent way.</li> <li>Apperception, guiding questions, material descriptions, activities, examples, and assessments encouraged students to learn and have the ability to think critically and alternatively.</li> <li>There was enrichment material that was relevant to the content of the material as an incentive to study the material further.</li> <li>There were infographics or concept maps presented at the beginning of each chapter, a summary or reflection at the end, and examples of questions or evaluations.</li> </ul>
Linguistic aspects	<ul style="list-style-type: none"> <li>Indonesian spelling (use of letters, punctuation marks, words, abbreviations, or acronyms), referred to PUEBI (The Indonesian Spelling General Guidelines).</li> <li>Standard Indonesian grammar was applied in the learning materials by paying attention to aspects of the good and correct language, thereby ensuring it was easy to understand.</li> </ul>
Book completeness: The beginning of the book, the content section, the closing section	<ul style="list-style-type: none"> <li>The title page was available.</li> <li>The table of contents page was available.</li> <li>Image list (if any) and table list page (if any) were available.</li> <li>The beginning part page of the chapter/unit was available.</li> <li>The numbering of chapters, sub-chapters, and sub of sub-chapters systematically was available.</li> <li>Including Arabic numeral page numbers with running titles, namely the recto section (book title) and the verso section (chapter/unit title).</li> <li>The glossary was available.</li> <li>The bibliography was available.</li> <li>The index (keyword list) was available.</li> <li>Relevant attachments were available.</li> <li>Brief information on the author of the book was available.</li> </ul>

The questionnaire results were analyzed by converting quantitative data into qualitative, using a four-point scale (Sukardjo, 2018, p. 101). Each question pertaining to the relevant elements received a score of 1-4, while those deemed inappropriate were scored 0. The percentage for each textbooks section was then calculated using the formula,  $P\% = \frac{\sum q}{\sum r} \times 100\%$ , where  $P\%$  denoted the percentage of each textbooks section,  $\sum q$  represented the total score for each textbooks section, and  $\sum r$  corresponded to the maximum total score for each textbooks section. The overall value (N) was calculated as  $N = A\% + B\% + C\% + D\%$ , with A denoting the percentage of scores for sophistication, contextuality, and feasibility of the material based on real-life events and scientific development, B indicating the percentage of scores for the relevance and creativity of the material presentation, C representing the percentage of scores for linguistic aspects, and D reflecting the percentage of scores for the completeness of digital textbooks. As the maximum value of each book was 100%, the resulting range of values was 25%, and the feasibility criteria for the books were determined based on this range.

TABLE 2  
TEXTBOOKS ELIGIBILITY CRITERIA

Percentage	Criteria
75%-100%	Very good
50%-74%	Good
25%-49%	Slightly poor
0%-24%	Poor

#### IV. RESULT

##### A. *The Condition of Bahasa Indonesia and Literature Textbook of Merdeka Curriculum for Class VII*

The Indonesian government, through MECRTI, implemented Merdeka Curriculum, and to support this initiative, digital textbook called *Bahasa Indonesia* was published for class VII students (Subarna et al., 2021). Additionally, PTEI published another textbook titled *Mahir Berbahasa Indonesia* (MARBI) in line with the same goals (Tim Edukatif, 2022).

The preface of *Bahasa Indonesia* textbook published by MECRTI explicitly stated its purpose to complement the implementation of Merdeka Curriculum, as outlined in the Decree of MECRTI Number 1177 of 2020 for the Transformational School Program. This curriculum allowed educational units and teachers the flexibility to develop their potential while providing students with personalized learning opportunities based on their abilities and development. On the other hand, MARBI textbook from PTEI was compiled to strengthen character, digital literacy, and 4C skills (critical thinking and problem-solving, communication, collaboration, creativity, and innovation), as well as the Pancasila student profile. The Pancasila student profile encompassed a range of character traits and competencies that students were expected to achieve. These qualities were rooted in the noble values of Pancasila, which served as the foundational philosophy of Indonesia. The profile included faith and fear of God, global diversity (multiculturalism), independence, mutual cooperation, critical thinking, and creativity.

##### (a). *Bahasa Indonesia Textbook Published by MECRTI*

*Bahasa Indonesia* Textbook consisted of six chapters, each with a specific focus, for example, Chapter 1 explored the archipelago, with an emphasis on descriptive texts, while Chapter 2 centered around traveling in an imaginary world, emphasizing narrative and fictional texts. In Chapter 3, the book discussed aspects beneficial to the body, with a focus on procedural texts. Chapter 4 covered the real actions of earth defenders, emphasizing news texts and explanatory texts. Chapter 5 involved opening the world gate and placed emphasis on response texts related to both fiction and non-fiction works. Finally, Chapter 6 delved into conveying intentions through letters, with an emphasis on correspondence. The activity instructions in this book encompassed various learning objectives, such as preparing to learn, keywords, theory comprehension, reading, listening, discussing, writing, observing, creativity, word exploration, KBBI (Great Dictionary of the Indonesian Language), thesaurus, reading journal, and reflection. It should be noted that the book did not explicitly state learning outcomes but rather focused directly on the learning objectives in each chapter. Furthermore, the book did not make a clear distinction between receptive skills (listening and reading) and productive skills (speaking and writing).

##### (b). *Mahir Berbahasa Indonesia (MARBI) Textbook Published by PTEI*

*Mahir Berbahasa Indonesia* textbook consisted of seven chapters, each focusing on different learning materials. Chapter 1 aimed to help students appreciate the beauty of the environment through descriptive texts. In Chapter 2, students explored their imagination with fantasy fairy tale texts, emphasizing narrative. Chapter 3 covered the preservation of the nation's culture through folk poetry, also emphasizing narrative. Chapter 4 dealt with maintaining the availability of clean water, focusing on procedural texts. Disaster preparedness was the topic of Chapter 5, which used news texts. Chapter 6 focused on building a critical attitude through response texts, while Chapter 7 taught students how to send letters through correspondence text. To organize the content effectively, the book divided learning materials related to narrative texts into two chapters. In addition to learning outcomes in phase D (Junior High School phase) and Pancasila student profiles, each chapter included learning objectives, keywords, and QR codes to access learning media and resources. The book also provided practice questions, reflections, remedial questions, and enrichment questions that could be accessed with QR codes. Each language skill was accompanied by explicit explanations, making it easier for students to study the book.

##### B. *Feasibility of Bahasa Indonesia and Literature Textbooks of Merdeka Curriculum for Class VII Based on Questionnaire Results for Teachers*

Following the implementation of Merdeka Curriculum, corresponding textbooks were introduced. This research specifically examined two digital textbooks for *Bahasa Indonesia* and literature in Merdeka Curriculum, titled *Bahasa Indonesia*, published by MECRTI, and MARBI, published by PTEI. To gauge the response of teachers to these textbooks in class VII of Merdeka Curriculum, questionnaires were distributed to teachers.

(a). *Feasibility from the Aspects of Sophistication, Contextuality, and Material Based on Real-Life and Scientific Development*

1. *Bahasa Indonesia Textbooks Published by MECRTI*

Based on the research results regarding sophistication, contextuality, and the feasibility of learning materials in real-life and scientific development, the questionnaire yielded the following results.

TABLE 3  
QUESTIONNAIRE RESULTS FOR *BAHASA INDONESIA* TEXTBOOK BASED ON THE FEASIBILITY SOPHISTICATION, CONTEXTUALITY, AND MATERIALS

Criteria	Score	Frequency	Percentage
Very good	5	16	80%
Good	4	4	20%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

*Bahasa Indonesia* textbook showed novelty in terms of scientific development, showcasing a wide range of references and highlighting the implications of materials for various aspects of life. Textbooks provided learning resources that effectively fostered student interest in the subject matter. The information further conveyed in the book through these learning resources was well-aligned with the real-life experiences of students and catered to their developmental stage. However, a notable issue identified was that the learning materials were not consistently sequential in terms of the listening, reading, speaking, and writing skills within each chapter. Textbooks lacked content related to viewing skills, for example, in the poetry text materials, several poems were written in Javanese, which posed a challenge for students from various Junior High Schools in Indonesia who were not familiar with Javanese and struggled to interpret the poetry.

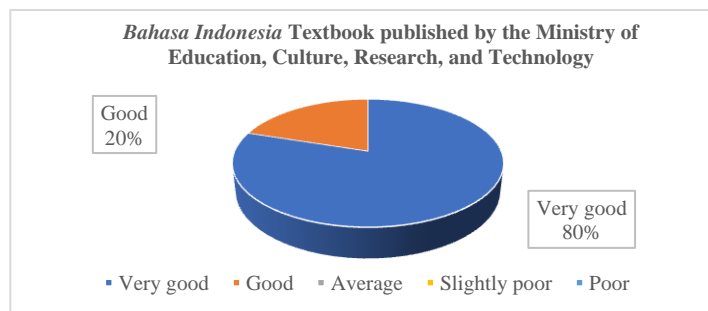


Figure 1. Diagram of Questionnaire Results for *Bahasa Indonesia* Textbook Based on the Feasibility of Sophistication, Contextuality, and Material Feasibility

2. *Mahir Berbahasa Indonesia (MARBI) Textbook Published by PTEI*

Based on the research results related to sophistication, contextuality, and material feasibility based on real-life and scientific development, the questionnaire yielded the following results.

TABLE 4  
QUESTIONNAIRE RESULTS FOR *MARBI* TEXTBOOKS BASED ON THE SOPHISTICATION, CONTEXTUALITY, AND MATERIAL FEASIBILITY

Criteria	Score	Frequency	Percentage
Very good	5	18	90%
Good	4	2	10%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

*MARBI* textbook showed novelty in scientific development, featured a wide range of references, and showcased the implications of the materials for various aspects of life. The book presented the latest learning resources and digital learning media accessible through a QR code, making it interesting and promoting students to engage with the content. The information in the books, learning media, and resources aligned with students' real-life experiences and developmental stages. Despite being in printed form, textbooks remained technology-based due to their QR code-accessible learning resources and media. This implied that students could directly improve their listening, reading, and viewing skills while engaging in receptive activities before moving on to productive activities such as speaking, presenting, and writing. The book was thoughtfully organized with the receptive aspects sequentially addressed first, before focusing on productive skills in each chapter. During an interview, a teacher highlighted that the QR code feature facilitated direct access to digital media and learning resources, which was an interesting and innovative approach in

Indonesia.

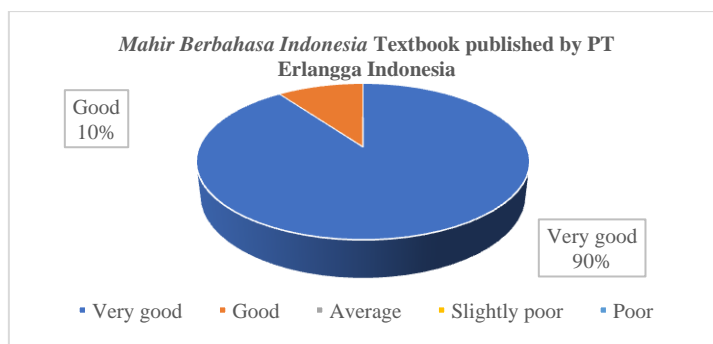


Figure 2. Diagram of the Results of MARBI Textbook Questionnaire Based on the Sophistication, Contextuality, and Material Feasibility

(b). Feasibility of Relevance and Creativity in Learning Material Presentation

1. Bahasa Indonesia Textbook Published by MECRTI

Based on the results related to the feasibility of relevance and creativity in learning material presentation, the questionnaire obtained the following insights.

TABLE 5  
THE RESULTS OF THE QUESTIONNAIRE ON BAHASA INDONESIA TEXTBOOK BASED ON THE FEASIBILITY OF RELEVANCE AND PRESENTATION CREATIVITY

Criteria	Score	Frequency	Percentage
Very good	5	17	85%
Good	4	3	15%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

The result showed that 85% of teachers rated the material presentation in the book as very good, while 15% considered it good in terms of relevance and creativity. Textbook, published by MECRTI, was in the form of e-book, easily accessible through laptops, smartphones, tablets, or desktop computers. However, the digital book lacked QR code scanning to access learning resources and digital learning media. The availability of learning media and resources depended on the creativity and independence of teachers. Despite this condition, the book offered clear material descriptions, questions, and colorful pictures that stimulated critical thinking skills, aligned with the demands of Higher Order Thinking Skills (HOTS) learning. Textbook maintained consistent, logical, and coherent material presentation. However, the textbook did not include an apperception, chart, infographic, or concept map at the beginning of each chapter. On the positive side, it entailed learning objectives and provided practice questions and reflections for problem-based or project-based learning. Despite these positive features, textbook did not have enrichment sections and remedial components.

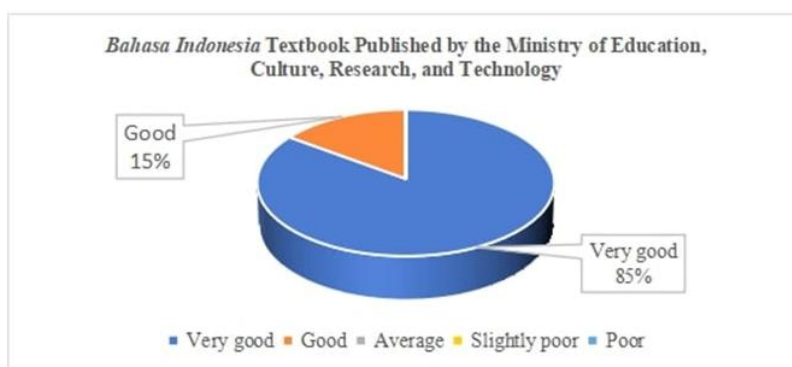


Figure 3. Diagram of the Results of Bahasa Indonesia Textbook Questionnaire Based on the Feasibility of Relevance and Presentation Creativity

2. Mahir Berbahasa Indonesia (MARBI) Textbook Published by PTEI

TABLE 6  
QUESTIONNAIRE RESULTS FOR MARBI TEXTBOOK BASED ON THE RELEVANCE FEASIBILITY AND PRESENTATION CREATIVITY

Criteria	Score	Frequency	Percentage
Very good	5	18	90%
Good	4	2	10%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

Textbook published by PTEI showcased creative book presentations, integrating learning media and technology-based resources. To access the materials, students simply needed a QR code scanning facility on their smartphones. These integrated resources facilitated easier learning based on learning styles of individuals. It should be noted that the learning media and resources were developed by PTEI, not sourced from YouTube or internet sources available on social media.

The textbook presented learning materials consistently and coherently, and also included material descriptions, project-based activities, as well as problem-based learning exercises, along with thought-provoking questions at the C4, C5, and C6 levels in order to promote critical thinking. It should be noted that the book provided reflections, minimum competency assessment questions, and remedial materials, but lacked charts, infographics, or concept maps at the beginning of each chapter. Chapter activities were well-titled and had clear learning objectives, ensuring a better understanding of the materials.

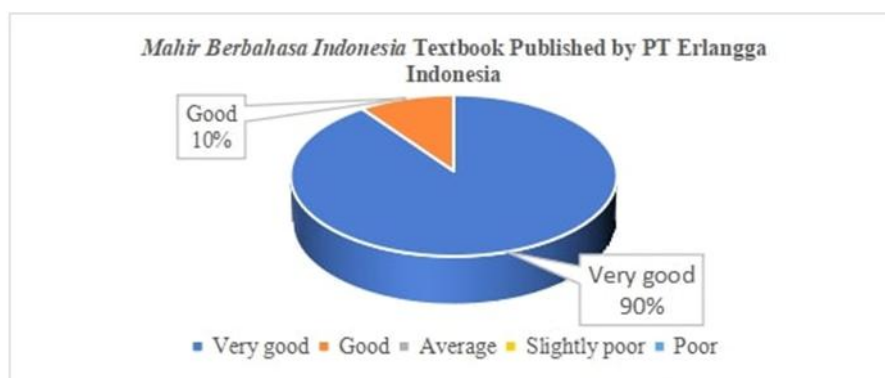


Figure 4. Questionnaire Results Diagram for MARBI Textbook Based on the Feasibility of Relevance and Creativity of Presentation

(c). Feasibility Based on Language Aspects

1. Bahasa Indonesia Textbook Published by MECRTI

TABLE 7  
QUESTIONNAIRE RESULTS FOR BAHASA INDONESIA TEXTBOOK BASED ON LINGUISTIC ASPECT FEASIBILITY

Criteria	Score	Frequency	Percentage
Very good	5	16	80%
Good	4	4	20%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

Based on the results, 80% of teachers stated that *Bahasa Indonesia* textbook adhered to the Indonesian spelling rules outlined in PUEBI. The book showed the correct use of standard Indonesian grammar and also maintained good and accurate language. However, several poems in the book were written in Javanese, which could be confusing since the purpose of the book was to teach Indonesian. This led to the suggestion that the material should relate to *Bahasa Indonesia* materials, ensuring better comprehension for readers and students from various ethnic groups.

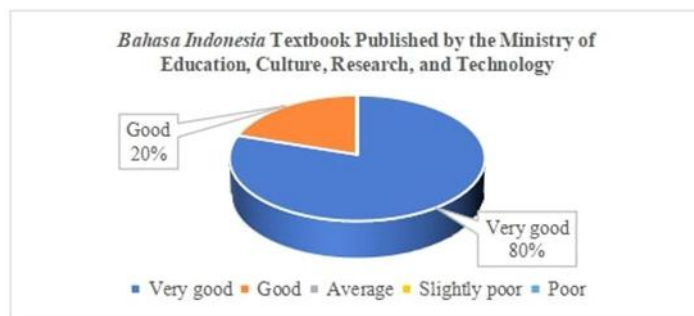


Figure 5. Diagram of the Results of Bahasa Indonesia Textbook Questionnaire Based on Linguistic Aspects Feasibility

2. *Mahir Berbahasa Indonesia (MARBI) Textbook Published by PTEI*

TABLE 8  
QUESTIONNAIRE RESULTS FOR MARBI TEXTBOOK BASED ON LINGUISTIC ASPECT FEASIBILITY

Criteria	Score	Frequency	Percentage
Very good	5	18	90%
Good	4	2	10%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

Based on the research results, 90% of teachers stated that MARBI textbook met the Indonesian spelling rules outlined in PUEBI exceptionally well. The book consistently applied standard Indonesian grammar and utilized good and correct language.

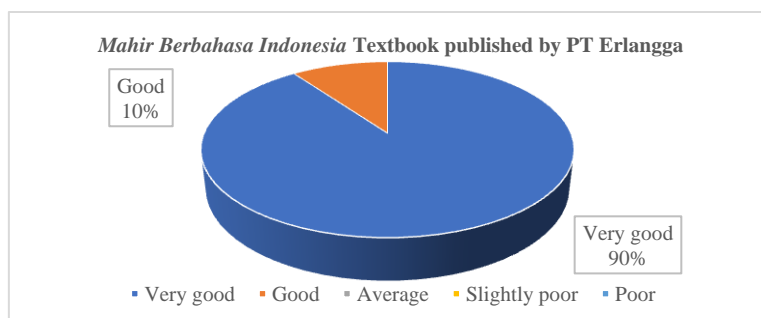


Figure 6. Diagram of the Results of MARBI Textbook Questionnaire Based on Linguistic Feasibility

(d). *Feasibility of the Beginning, Content, and Closing of Textbook*

1. *Bahasa Indonesia Textbooks Published by MECRTI*

TABLE 9  
QUESTIONNAIRE RESULTS FOR BAHASA INDONESIA TEXTBOOK BASED ON THE FEASIBILITY OF BOOK COMPLETENESS: THE BEGINNING, CONTENT SECTION, AND CLOSING OF THE BOOK

Criteria	Score	Frequency	Percentage
Very good	5	19	95%
Good	4	1	5%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

Regarding digital textbooks entitled *Bahasa Indonesia* for Class VII published by MECRTI, the table displayed that 95% of teachers found it to have comprehensive sections from the beginning to the end. The title page contained a title, publication description, preface, list of contents, list of figures, and list of tables. Additionally, it included small Roman page numbers at the beginning, with no running title, and provided a glossary, bibliography, index, attachments, and brief author information.

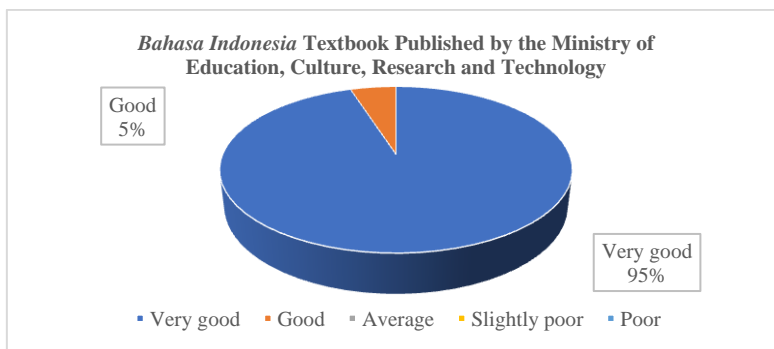


Figure 7. Diagram of the Results of *Bahasa Indonesia* Textbook Questionnaire Based on the Feasibility of the Book Completeness: the Beginning, Content, and Closing of the Book

2. *Mahir Berbahasa Indonesia (MARBI) Textbook Published by PTEI*

TABLE 10  
QUESTIONNAIRE RESULTS FOR MARBI TEXTBOOK BASED ON THE FEASIBILITY OF BOOK COMPLETENESS: THE BEGINNING, CONTENT SECTION, AND CLOSING OF THE BOOK

Criteria	Score	Frequency	Percentage
Very good	5	16	80%
Good	4	4	20%
Average	3	0	0
Slightly poor	2	0	0
Poor	1	0	0
Total		20	100%

Table 10 showed that 80% of teachers stated that MARBI textbook for class VII published by PTEI was very good, citing its completeness with the title page, publication description, preface, and table of contents. In addition, there were small Roman page numbers for initial sections, without running titles. The book also contained many figures and tables, a glossary, a bibliography, an index, attachments, and brief author information, but was not equipped with lists of figures, tables, and attachments that could assist readers in understanding the text more easily.



Figure 8. Diagram of the Results of MARBI Textbook Questionnaire Based on the Feasibility of the Book Completeness: the Beginning, Content, and Closing of Textbook

Based on the research results, it was found that the textbook published by PTEI was superior to the one by MECRTI. However, both books met the criteria of being very good textbooks, which could be observed through the following evidence.

TABLE 11  
COMPARISON OF THE FEASIBILITY OF *BAHASA INDONESIA* AND MARBI TEXTBOOKS

No	Subcomponent	<i>Bahasa Indonesia</i> Textbook	<i>Mahir Berbahasa Indonesia</i> Textbook
1	Sophistication, contextuality, and feasibility of the material were in line with real-life events and scientific development.	80%	90%
2	Relevance and creativity of material presentation	85%	90%
3	Linguistic Aspects	80%	90%
4	Book completeness: The beginning of the book, content section, and closing section	95%	80%

The results differed from the discovery of Ginting et al. (2023), which examined *Bahasa Indonesia* textbook for class

X (Senior High Schools) in Merdeka Curriculum and showed the content, language, and presentation feasibility of the book. In contrast, the current research focused on two textbooks used by class VII to learn *Bahasa Indonesia* under Merdeka Curriculum. One of the books was *Bahasa Indonesia* published by MECRTI, and the other was MARBI, published by PTEI. The results also differed from those of Huda and Setyaningsih (2021), which concentrated on the content of literary materials in *Bahasa Indonesia* textbook for class VII, VIII, and IX in Merdeka Curriculum. Huda identified 8 materials related to literature in *Bahasa Indonesia* textbooks used in Merdeka Curriculum for Junior High School students.

The results were inconsistent with Mokoginta and Arafah (2022), which examined the negotiating text material in the 2013 Curriculum *Bahasa Indonesia* textbook, emphasizing good communication styles during negotiation. The results also diverged from the discovery of Sihombing and Nguyen (2022), indicating that English textbooks for class X students in Indonesia were dominated by the source culture (Indian culture), followed by the target culture (US and UK), international culture (ed. India, Singapore, Argentina, and Italy), and culturally neutral content. Furthermore, this research did not align with Maulidiah et al. (2023), which analyzed multicultural aspects in *Bahasa Indonesia* textbook in the 2013 Curriculum, and with the evaluation of Sari et al. (2022), examining the quality of fable teaching material for class VII. It should be noted that no research that had analyzed the feasibility of class VII *Bahasa Indonesia* textbook for Merdeka Curriculum as a new curriculum implemented in Indonesia.

## V. CONCLUSION

In conclusion, digital textbook entitled *Bahasa Indonesia* published by MECRTI and MARBI published by PTEI encompassed a wide array of learning materials, ranging from descriptive texts, narrative, procedure, response, and news, to letter texts. Despite their shared content, notable distinctions existed between the two digital textbooks. It should be noted that the digital textbook published by MECRTI solely presented learning objectives without incorporating specific learning outcomes. Meanwhile, the one by PTEI included comprehensive learning outcomes and featured learning objectives, with a QR code feature, enabling students to access learning media and resources with ease. Textbook from MECRTI was in e-book format but lacked a QR code provision.

Both *Bahasa Indonesia* digital textbooks for class VII, implemented under Merdeka Curriculum, went through rigorous assessment, evaluating factors such as sophistication, contextuality, feasibility, relevance, creativity of supporting materials, standard language, and overall structure, including the beginning, content, and closing. The results unequivocally concluded that MARBI textbook, published by PTEI, showed superior performance compared to *Bahasa Indonesia* textbook published by MECRTI, which secured the second position in terms of quality.

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**Nugraheni Eko Wardani** is an associate professor of Indonesian Language and Literature Education at Universitas Sebelas Maret. She focuses on the field of learning Indonesian language and literature, literary studies, cultural studies, folktales studies, postcolonial studies. She has been a speaker in national and international seminars. She is a reviewer of several reputable journals in Indonesia. She has published books, including *The Meaning of Totality in Literary Works*, *Literary Theory*, *Folklore of Surakarta and Yogyakarta*, *Folktales of Central Java and East Java: Content and Analysis of Structuralism*, *Implementation of Learning Indonesian During The Covid-19 Pandemic*. She actively publishes scientific articles in various national and international journals.



**Sarwiji Suwandi** is a professor of Indonesian Language and Literature Education at Universitas Sebelas Maret. He focuses on the field of learning Indonesian language and literature, linguistic, learning evaluation, scientific writing. He has been a speaker in national and international seminars. He has published books, including *Indonesian is Ecologically Sound*, *Multicultural Character Education in Learning Indonesian Language and Literature*, *High Level Skill-Based Assessment*, *Implementation of Learning Indonesian During The Covid-19 Pandemic*. He is a reviewer of several reputable journals in Indonesia. He actively publishes scientific articles in various national and international journals.



**Chafit Ulya** is an assistant Professor of Indonesian Language and Literature Education at Universitas Sebelas Maret. He focuses on the field of teaching Indonesian language and literature, literary studies, language skills, literacy entrepreneur, creative writing. He has been a speaker in national and international seminars. He has published books, including *Development of Ketoprak in Surakarta*, *Extensive and Rapid Reading Skills*, *Study and Appreciation of Poetry Based on Anti-Corruption Education*, *Implementation of Learning Indonesian During The Covid-19 Pandemic*. He actively publishes scientific articles in various national and international journals.