



Received: 18-07-2023  
Accepted: 28-08-2023

ISSN: 2583-049X

## **Feasibility Analysis of Indonesian History Textbook Curriculum 2013 for High School Grade X**

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### **Abstract**

This study aims to analyze the Indonesian National History textbooks for Grade X Senior High Schools in the 2013 curriculum published by Erlangga. This research method uses a qualitative approach. The data collection technique is literature study, book analysis which starts with reading and examining all available data, especially primary data. The results of this study indicate that the 2013 Grade X Senior High School textbooks, in terms of feasibility, already use language that is easy to understand and packaged attractively with pictures, tables, and diagrams to clarify historical concepts and facts. However, no discussion of

alternative viewpoints: This book tends to present one point of view on certain historical events and does not discuss alternative or controversial viewpoints that can stimulate students' critical thinking. Then there are still space limitations, so some topics may need to be dealt with in detail. However, in terms of content, it has followed the Board of National Standards on Education and Outline of Implementation of Learning Process based on curriculum standards. It meets national bookkeeping standards for the feasibility of this book's content, graphics, language, and presentation.

**Keywords:** Content Feasibility Analysis, Indonesian History Textbooks, 2013 Curriculum

### **Introduction**

Curriculum and textbooks are closely related in the educational context. According to Suprijono (2009:2) <sup>[5]</sup>, a curriculum is a plan or outline of teaching prepared by the government or educational institutions to direct the teaching and learning process. Meanwhile, textbooks are one of the most important learning resources in schools and are often used as a standard reference for teaching students throughout the country (Thomas, 2011:15) <sup>[7]</sup>. The educational curriculum is very important in ensuring the success of the learning process and achieving the expected educational goals because the curriculum helps prepare students to improve their quality of life in the future. However, textbooks are usually arranged according to the applicable curriculum to help students understand the material. Therefore, the textbooks used in Grades should align with the applied curriculum.

In the 2013 curriculum (K-13), textbooks are directed to focus on holistically developing students' potential by prioritizing student-centered and competency-based learning. The characteristics of the textbooks refer to *Standar Kompetensi dan Kompetensi Dasar* (SK-KD/ Competency Standards and Basic Competences), defined in the 2013 Curriculum. In addition, textbooks also pay attention to the principles of active, creative, effective, and fun learning (Sutrisno, 2013) <sup>[6]</sup>.

However, the characteristics of textbooks in the 2013 curriculum may vary depending on the subjects presented. For example, history textbooks emphasize textbooks with relevant pictures, tables, and graphs to clarify the concepts presented and consider cultural diversity. The history textbooks in the 2013 curriculum (K-13) use local and national history approaches, focusing on national history and highlighting local historical life related to students' lives.

In addition, history textbooks in the 2013 curriculum should encourage students to understand and analyze different perspectives and interpretations of historical events and develop critical and creative thinking skills (Purwanta, 2016) <sup>[3]</sup>. However, not all history textbooks in the 2013 curriculum can meet the needs of students and teachers in the teaching and learning process. For example, the revised Indonesian history textbook from the 2013 curriculum in Grade X senior high schools was published by Erlangga. Some deficiencies should be corrected and supplemented. One of them is that this book should narrow down the description of several important topics and events in Indonesian history to illustrate the concept of history well and clearly. For this reason, further studies are needed regarding the content/material of the Grade X Indonesian History textbook in the 2013 Curriculum.

## Research Methods

This study uses a qualitative approach. Qualitative research aims to understand and explore social phenomena in-depth, complex, and holistic through collecting and analyzing descriptive, narrative, and contextual data (Creswell: 2013)<sup>[1]</sup>, furthermore, with library research methods or library research. According to Sugiyono (2019: 8)<sup>[4]</sup>, library research is a form of research that utilizes reading sources or documents as research material. The main data or supporting data are obtained from available library materials and are related to the problem under study. The data collection technique is a literature study; the analysis begins by reading and examining all available data, especially the primary data contained in the Indonesian History book for Grade X Senior High School with the 2013 curriculum (K-13).

## Result and Discussion

The discussion of research findings is based on the limitations of the research problem, namely the evaluation of the material for a history textbook entitled History of Indonesia, the output of the 2013 curriculum in Grade X high schools by Erlangga.

### Feasibility Analysis of the Contents of Chapter 1. Conformity of the Material Description with Core and Basic Competences

#### *Material Completeness*

In general, in the material chapter, this textbook contains the subject matter in terms of the scope that supports the achievement of the Core and Basic Competences that have been formulated. The material has been neatly sorted from Chapter 1 to the next chapter. Beginning with a discussion of the origins of the ancestors of the pre-literate community, then the influence of Hindu-Buddhism in trade networks until the arrival of Islam, which was formed from trade networks.

#### *Curriculum and Materials*

The learning curriculum used is the 2013 K-13 curriculum. This textbook also includes formulations of Core Competencies and Basic Competencies (Core and Basic Competences), even though some Basic Competences or basic competencies are incomplete. At the same time, the completeness of the material in this chapter contains all the subject matter in the scope that supports the achievement of the Core Competencies and Basic Competencies formulated in the 2013 curriculum of Grade X Senior High School History.

#### *Breadth and Depth of Material*

In this chapter, all material presented is complete, such as the presentation of concepts, definitions, principles, procedures, and supporting examples, as there is an explanation regarding the understanding of history, which is described starting from its general understanding to the specific understanding mentioned by historians. Like history, it is easier for students to understand the true nature of history. Hence, they are limited to understanding the nature of history in two senses, namely objectively and subjectively. As well as being supported by discourses such as examples of subjective and objective historical nature and supported by pictures. In discussing the material scope of history, it is also divided into three notions of history: history as an event, history as a science, history as a story,

and history as an art. Furthermore, the characteristics of historical science have been explained in detail by experts supported by supporting discourse and images.

In the second sub-chapter, historical research is also explained. It starts from understanding historical research in general and specifically, as well as the completeness of historical research steps. Furthermore, students have explained the phases or stages of historiographical development in Indonesia. Starting from traditional historiography is explained through its characteristics, and examples of traditional historiography are given, namely in the form of the chronicle of the land of Java and complete with pictures. Then it also explains the colonial historiography and its national historiography.

The material that follows explains important concepts in history, then explains important concepts in history and is supported by evidence, historical facts, and chronological and chronic periodization of history. Then the 3rd sub-chapter is regarding the relationship between historical science and other sciences; historical science does not only stand-alone but has a relationship with other sciences such as archeology, anthropology, sociology, geography, economics, and even psychology because the nature of history has a relationship with other sciences. In sub-chapter 4, the benefits of learning history are explained.

Furthermore, at the end of this material, students are tasked with analyzing images. The material contained in this chapter contains explanations regarding concepts, definitions, procedures, examples, and training as contained. At the end of each page, students are given an assignment related to the material that has been discussed, and the most interesting, students are given the task closest to personal life, such as students being assigned to write down examples of historical events that occurred in the family environment and to compile a family history. They are Using historical research steps. Furthermore, students are given practice questions in the form of multiple-choice questions, cause and effect, essay questions, and in the end, are given questions in the form of discussion questions and reflection assignments.

#### *Material Accuracy*

Textbooks are presented quite accurately, with concepts and definitions properly formulated to support the achievement of Core and Basic Competences. In the discussion of historical research material, it has been explained accurately regarding the stages and steps in conducting research. Facts and illustrations of concepts, principles, procedures, or formulas have been clarified with examples, facts, and illustrations that are presented accurately. For example, in explaining a picture of activity, there is evidence of the activities of the second youth congress. The essay questions, multiple choice, cause, and effect are also presented so that the evaluation of learning is carried out properly and students' understanding becomes more detailed with evaluation through questions.

### Feasibility Analysis of the Contents of Chapter 2. Conformity of the Material Description with Core and Basic Competences

#### *Material Completeness*

This chapter contains all the subject matter in the scope that supports the achievement of Core and Basic Competences, which have been formulated in the 2013 curriculum of

Grade X Senior High School History. The language in this chapter is about the origins of the Indonesian nation's ancestors, followed by material on the development of the earth and the emergence of living things, the origins of early humans in Indonesia, and the types of early humans in Indonesia.

#### *Breadth and Depth of Material*

In this chapter, the material is described regarding the presentation of concepts, definitions, principles, procedures, and supporting examples. The material presented is quite in-depth, such as an explanation of the first sub-chapter, namely regarding the development of the earth and the emergence of living things; it is explained very clearly how the origin of the earth and living things in general and in the opinion of experts. Furthermore, it is supported by material regarding the development of the earth from time to time. In this material, it is explained that experts classify the findings of ancient human fossils in Indonesia into three epochs, namely: Upper Pleistocene, Middle Pleistocene, and Late Pleistocene. In addition, based on where ancient humans were found in Indonesia, they are divided into Meganthropus, and Pithecanthropus, for divided species, also to Homo Wajakensis, Homo Soloensis, and Homo Floresiensis.

In the material on the process of early human migration to Indonesia, students are also given the same assignment as above. Still, students are required to understand briefly the theory of the origins of early humans in Indonesia, starting from African, Greek, and archipelago theories. Furthermore, in the sub-chapter about the types of early humans in Indonesia, students are assigned to complete a sentence that still needs to be revised with the choice of words provided. In addition, this material is also equipped with pictures and diagrams. To complete the material description, provide a summary or form of a summary that has been studied in the second chapter. After that, students are given practice questions in the form of multiple-choice questions, cause and effect, essay questions, and finally given questions in the form of discussion questions. There are also additional exercises in the form of inquiry questions, namely observing a photo of a fossil and a photo of ancient humans and closing with a problem or reflection task.

#### *Material Accuracy*

The accuracy of concepts and definitions of the material in this textbook is presented accurately to avoid misconceptions by students. Concepts and definitions must be formulated appropriately to support the achievement of Core and Basic Competences. In this second chapter, it has explained the accuracy of concepts and clear definitions; for example, it explains the origin of the earth from the beginning of the formation of the universe according to the theory of experts and also explains the development of the earth from time to time—the principles' accuracy is one of the aspects used to develop a theory. The principles presented in this textbook have been formulated accurately not to avoid causing multiple interpretations for students.

In this second chapter, the accuracy of the procedure is clear. We can see this clarity from the learning material about the development of the earth from time to time. In this material, the stages of the earth's development are divided into four stages, namely the mass stages starting from the archaean, Paleozoic, Mesozoic, and Mesozoic. The accuracy

of examples, facts, and illustrations of concepts, principles, procedures, or formulas has been clarified by the examples, facts, and illustrations that are presented accurately. An example of the accuracy of this second chapter is that each discussion is given a picture so that students' understanding is deeper, for example, a map of the distribution of early humans according to African theory. In this way, students do not only understand knowledge realistically but as a whole. Then evaluate through practice questions starting from multiple choice questions, cause and effect questions, essays, discussions, inquiry questions, and reflection questions, which are very accurate.

#### *Learning Support Materials*

In this chapter, compatibility with the development of science and technology is not very visible, or there are no supporters—up-to-date Features, examples, and references. Features (including descriptions, examples, and exercises) reflect current events or conditions. Up-to-date features and references here show an illustration image of exposure along with Wallace's, Weber's, and Lydekker's lines because this image is sourced from Wikipedia. Reasoning (Reasoning) This reasoning plays a role when students have to make conclusions. Therefore, textbook material must contain descriptions, examples, assignments, questions, or practice questions that encourage students to make valid conclusions sequentially. The material can also contain open-ended questions requiring students to provide various answers or solving strategies. In chapter two, this is reasoning. In this task, students are asked to briefly explain the Archaean, Paleozoic, Mesozoic, and Neolithic. Problem-Solving To foster student creativity, the presentation of material in textbooks needs to contain a variety of problem-solving strategies and exercises. Problem-solving includes understanding the problem, designing the model, checking the results (looking for a feasible solution), and interpreting the solutions obtained. The presentation of the material in this textbook is good; for example, chapter two is given an assignment to choose the right words. The interrelationships between concepts and the interrelationships between concepts in textbooks can be shown in descriptions or examples. It is intended to assist students in building a complete knowledge network. In addition, it is also necessary to show the relationship between lesson one and the lesson or the link between the material being studied and everyday life so that students realize the benefits of this material in life. We can see the interrelationships between the concepts in this chapter in the question of cause and effect.

An example of material communication in chapter two is found in the essay questions; the sample question is why homo floresiensis is still controversial today. Application (application) Material in textbooks should contain descriptions, examples, or questions that explain the application of a concept in everyday life. Students can apply in real life every concept that is learned. In this second chapter, the application of the application is less found because there are no questions that explain the application of a concept in everyday life. Attractiveness The materials in textbooks should contain descriptions, strategies, pictures, photographs, sketches, historical stories, examples, or interesting questions that can arouse students' interest in studying further. In this second chapter, the enrichment material questions have been fulfilled because each question

in each discussion is related to the topic being discussed.

### **Feasibility Analysis of Contents Chapter 3. Conformity of the Description of the Material with Core and Basic Competences**

#### *Material Completeness*

In this chapter, all the material presented has also supported the achievement of Core and Basic Competences, which have been adjusted in the 2013 curriculum of Grade X Senior High School History. Chapter three discusses the lifestyle and cultural results of pre-literate Indonesia. We are supporting materials regarding understanding pre-literate society, lifestyle, and cultural results in early pre-literate society, and cultural results in advanced pre-literate society related to oral traditions.

#### *Breadth and Depth of Material*

This chapter divides the material presented into three sub-chapters with other supporting material. The first sub-chapter discusses the notion of pre-literate society, which is described in detail. At the same time, pre-literate is explained in general only. In the second sub-chapter, there is a very detailed explanation of the style of life and cultural results of the early prehistoric people, which is divided into several materials related to natural conditions during the Pleistocene, the style of life and the results of their culture, which are divided into three areas: hunting and food-gathering, farming and big building. While the results of culture based on the era explained are divided into five eras: Paleolithic, Mesolithic, Neolithic, Megalithic, and Metal Age.

In the third sub-chapter, the material explained is the result of culture in advanced pre-literate societies, namely about oral tradition, which is divided into four explanatory materials, including tradition, oral tradition, and folklore. Here it is explained what tradition is, oral tradition, and the meaning of folklore. The second is the types of folklore, the third is about efforts to preserve oral traditions, and the fourth is the importance of maintaining oral traditions. In the material of lifestyles and cultural results of this prehistoric era, students are tasked with filling out a table; it is hoped that students will understand the subject more easily. In addition to table assignments, there are other task sheets where students are asked to adapt the existing instructions to the era's characteristics during the pre-literacy period. The explanation of the material is also supported by pictures and examples of hunting tools in more detail.

#### *Material Accuracy*

The material in this textbook has been presented accurately enough to avoid different understandings or multiple interpretations. Concepts and definitions have been properly formulated to support the achievement of Core and Basic Competences. In this second chapter, the definition and accuracy of the concept have been presented accurately; for example, the definition of the notion of pre-literate society, the definition of pre-literate society is explained with clear definitions without multiple interpretations for students. This textbook has explained good principles without multiple interpretations for students. The material for efforts to preserve oral traditions has been explained in detail regarding the stages and steps in making efforts to preserve all oral traditions in Indonesia. Examples, Facts, Illustrations, Concepts, principles, procedures, or formulas

have been accurately explained. The illustrations in chapter three are clear because each picture is given a clear source so students can easily understand them. Practice questions are made accurately according to the material discussed, such as writing evaluation practice questions, which are presented with various types of questions ranging from multiple choice questions, cause and effect questions, essays, discussions, inquiry questions, and reflection questions that are by the accuracy.

#### *Learning Support Materials*

Its suitability with the development of science and technology contained in textbooks is by the development of science and technology. Such as an explanation of cultural developments and an explanation of the material about the types of folklore there, complete with the location of which communities still use this oral tradition. Up to date Features, examples, and references. Features (including descriptions, examples, and exercises) reflect current events or conditions. This update can be seen in the sources or references used. Generally, references that are appropriate for use in textbooks use maximum references from the last five years. Chapter 3 of this textbook has provided reference examples for the last five years, such as examples of efforts to preserve oral traditions in Indonesia.

The material in this textbook needs to contain descriptions, examples, assignments, questions, or practice questions that encourage students to make valid conclusions sequentially. An example of reasoning in chapter three is solving problems using check marks. Problem-Solving To foster student creativity, the presentation of material in textbooks needs to contain a variety of problem-solving strategies and exercises. Problem-solving includes understanding the problem, designing the model, checking the results (looking for feasible solutions), and interpreting the solutions obtained. Regarding problem-solving in chapter three, there is a matter of cause and effect. Because in these questions, students must look for the relationship between the question and the answer given. There are essay questions that encourage students to get more in-depth information or stay away.

#### *Based on the eligibility of presentation according to Board of National Standards on Education*

This book is complete; there is no shortage of knowledge in imparting knowledge exclusively to students because this book includes all material that is by the applicable curriculum and contains nationalist values.

#### *Based on language eligibility according to Board of National Standards on Education*

Language feasibility can be assessed from the suitability of language with student development and the provisions for using symbols, terms, and icons. This book has implemented language that is easy for students to digest and for education personnel to understand so that it is easy to convey material. Also, this book has adjusted the language according to the correct spelling for students, who grew up in Indonesian.

#### *Based on graph feasibility according to Board of National Standards on Education*

This book has disadvantages in terms of graphics where not all material or aspects have graphics that can make it easier for students to understand, and the graphics listed are very



clear and easy to understand (Purwanta & Novianto, 2022) [2]. Based on the analysis above, the eligibility of the contents of the history textbook for Senior High School Grade X Curriculum 2013 is complete in terms of the appropriateness of the language of presentation. Still, regarding the eligibility of the graphs, this book is not fulfilled when viewed from the completeness of the existing material; from each chapter, it is by the Core/ Basic Competences that the curriculum has been determined. The material presented in the textbook is broad in terms of accuracy of the material; in terms of learning support material, according to the researcher, it is quite simple because researchers do not find so many things related to lesson support material, meaning that not all chapters of the analysis book in this provide lesson support material which is by the lesson support material instruments set by the Board of National Standards on Education, but some of the chapters already exist.

### Conclusion

The 2013 Curriculum 2013 Senior High School history textbook published by Erlangga is suitable for content, language, and presentation feasibility. The material presented in the book is very broad and clear to understand in outline. The book's concepts, definitions, principles, procedures, examples, facts, illustrations, and questions are quite accurate and precise. Most of the chapters in this book have presented supporting material which includes aspects of up-to-date features, examples, and references to aspects of reasoning. These are usually in the description questions at the end of the problem-solving material, generally found in multiple-choice questions and descriptions of communication aspects. The implementation of the application has been explained even though each chapter is found. In addition, only supporting and additional material from outside the book must be prepared by the history teacher himself. The 2013 Curriculum 2013 Senior High School history textbook is complete regarding the feasibility of the presentation language. Still, in terms of the eligibility of the graphics of this book, it needs to be fulfilled when viewed from the completeness of the existing material; this book is structured to adapt to the 2013 curriculum.

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