THE ANALYSIS OF 4th GRADE STUDENT TEXTBOOK BASED ON THE 2013 CURRICULUM ON THE THEME OF PAHLAWANKU WITH THE SUBTHEME OF PERJUANGAN PARA PAHLAWAN (LESSON SIX)

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ABSTRACT
The purpose of this research is to determine the compatibility of the 4th grade student textbook based on the 2013 Curriculum on the theme of Pahlawanku with the subtheme of Perjuangan Para Pahlawan on lesson six based on the core competencies, learning objectives, indicator, learning activity, materials, tools and learning resources. This section is the 6th fragment of eighteen analysis of learning activities plan in 4th grade students’ 2013 Curriculum-based textbook. The research method of this study is descriptive qualitative method by analyzing documents. The analysis revolves on the rule of Ministry of Education and Culture, an article discussing about the implementation of 2013 Curriculum, and article from website of National Education Standards Board (BSNP). The results found that core competencies of mathematics that do not appear in the competency mapping in learning materials, indicators of Science (IPA) Subject do not match the needed of basic competencies, learning objectives that are not in accordance with the formulation of indicators. Besides, too little materials of Science (IPA) and Physical, Sport and Health Education (PJOK) Subjects, learning subject and tools are also not listed in student textbook. Based on the results of the analysis, it was concluded that student textbook of of 4th grade student textbook based on the 2013 Curriculum on the theme of Pahlawanku with the subtheme of Perjuangan Para Pahlawan on lesson six needs a lot of improvement.

Keywords: Analysis, Student Textbook, Curriculum Of 2013

INTRODUCTION
Learning resources can be interpreted as everything that can be utilized to achieve the goal of learning. According to Wasita quoted by Prastowo (2014: 126) Learning resources are divided into two kinds, they are: (1) Learning resources by utilization and (2) Learning resources by design. Learning resources are everything around us that can be utilized for learning purposes. For example: newspapers, television broadcasts, markets, museums, zoos, mosques, and religious leaders. While the source of designed learning is a learning resource that is intentionally planned and made to achieve certain learning goals. Examples: package books, worksheets, modules, manuals, transparencies, films, encyclopedias, brochures, strip films, slides, and video.

Textbooks or commonly known as a book are the most commonly used learning resources. Textbooks are learning resources designed deliberately to achieve specific learning goals. Achievement of learning objectives carried out through learning activities every day. The learning activities delivered learning materials or often referred to as teaching materials. This
collection of materials is usually the content of the textbook. The teaching materials itself have
certain criteria in the selection. Quality criteria of teaching materials include feasibility (validity),
practicality, and effectiveness (Furidaniyah and Mersigit, 2012). Eligibility criteria refer to the
validity of a material to be displayed. The material must be completely valid and validated.
Practical criteria are easily understood material. Effective criteria mean that material must be
able to give a deep impression when it was taught.

Since July 15, 2015, a new curriculum of 2013 has been introduced. The implementation
of 2013 Curriculum in elementary school is conducted in 1st grade, 2nd grade, 4th grade and 5th
grade (BNSP: 2014). In line with this, the Ministry of National Education and Culture in
cooperation with the Center of Curriculum and Books (Puskurbuk) has published the 2013
Curriculum-based; teacher and student textbooks. The 2013 Curriculum-based textbook is
expected to help students to achieve the learning purposes.

However, after it was used for two years, the textbooks that have been published by
Puskurbuk did not meet the demands of 2013 Curriculum. The statement by Harta in an article
on 5th October 2013 on the official website of Kompasiana, said that "This textbook (the student
textbook) does not yet fulfill the demands of the 2013 curriculum, that books must be work-
based, while the student textbooks (viewed from teacher textbook) contain theory. "There are a
lot of misconceptions and obscure concepts". In another article it was also found some
complaints related to Core Competence (KD) and indicators. "There is KD in syllabus and the
textbook of 2013 Curriculum is not in accordance with the Ministerial Regulation”. There is KD
that is not contained in the syllabus or textbook of 2013 Curriculum. The KD is not proportional.
It is weak in understanding KD and formulating the indicators". This statement was delivered by
Prastica on October 22, 2014 on the official website of Kompasiana. Minister of Education and
Culture, Anies Baswedan, in an article on the official site of Sindonews revealed that "the
mistakes are so severe, such as there is no match between KD, material with what is in the hands
of students." Curriculum observers, Retno Listysarti also revealed the similar in the same article
"there is no match between the syllabus document, KD and the textbook".

The purpose of this research is to know the appropriateness of the 4th grade student 2013
Curriculum-based on the theme of Pahlawanku based on the KD, indicators, activities, materials,
tools and learning resources. The 4th grade student 2013 Curriculum-based on the theme of
Pahlawanku is divided into 3 themes with 6 lessons on each theme. Thus, this research is limited
to 4th grade student 2013 Curriculum-based on the theme of Pahlawanku with the 1st subtheme
Perjuangan Para Pahlawan on lesson six. It is carried out to improve research accuracy and
maximize the research result.

METHOD

This research using descriptive qualitative method by analyzing the contents of
documents related to the research problem, namely: the 4th grade student textbook on the theme
of Pahlawanku with the subtheme of Perjuangan Para Pahlawan on lesson six, based on the
2013 Curriculum. The analysis refers to the Regulation of the Ministry of Education and Culture,
No. 65, 2013 on the Standard Process of Primary and Secondary Education, Regulation of
Ministry of Education and Culture No. 67 of 2013 on the Basic Framework and Curriculum
Structure of Elementary School/Madrasah Ibtidaiyah, Regulation of the Ministry of Education
and Culture No. 11 of 2005 on Textbook Lessons, Law No. 20 of 2003 on National Education
System, and articles related to the implementation of the 2013 Curriculum and official articles
from the BSNP website.

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The variables in this study are *KD* incompatibility, indicators, objectives, activities, materials, tools and learning resources in the 4th grade student textbook based on the 2013 Curriculum on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six. The data is collected through the following steps;

1. The first thing researcher do is to create a suitability analysis format along with the description of conformity. Furthermore, the researcher collects research documents in the form of: 4th grade student textbook on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six, teacher textbook of 4th grade IV on the theme of *Pahlawanku* with the subtheme of *Perjuangan Para Pahlawan* on lesson six, Regulation of Ministry of Education and Culture No. 65 2013 on Standard Process of Primary and Secondary Education, Regulation of Ministry of Education and Culture No. 67 of 2013 on Basic Framework and Structure of Elementary School Curriculum/Madrasah Ibtidaiyah, Regulation of the Ministry of Education and Culture No. 11 of 2005 on the Textbook, Law no. 20 of 2003 on National Education System, articles related to the implementation of 2013 Curriculum, and articles from the official website of BSNP.

2. After the required documents are collected, the researcher begins to analyze the compatibility and incompatibility of each *KD*, indicators, objectives, activities, materials, tools and learning resources on each lesson in the 4th grade student textbook based on the 2013 Curriculum. "Heroes" theme, referring to the official documents collected earlier. After the analysis is done, compliance and incompatibility are sorted. The incompatibility is collected and tabulated in three tables according to each subtheme of the lesson.

### Table 1 Assessment Grid

<table>
<thead>
<tr>
<th>Domain</th>
<th>Primary Attention</th>
<th>Description</th>
</tr>
</thead>
</table>
| Core Competency             | 1. *KD* used in learning. | 1. *KD* is the true *KD* of the subject.  
|                             | 2. Compatibility of *KD* mapping. | 1. The hierarchy-based on the concept of science or the degree of difficulty of matter.  
2. *KD* related based on teaching materials, themes, both in one subject and between lessons. |
| Indicators                  | 1. Indicators of each lesson. | 1. Meet the demands of *KD*.  
2. The hierarchy based on the level of competence to be achieved. Depart from Bloom's C1-C6 Taxonomy.  
3. Includes measurable competencies.  
|                             | 2. The order of indicator usage of each *KD* | The hierarchy based on the level of competence to be achieved. Depart from Bloom's C1-C6 Taxonomy. |
|                             | 3. Compliance indicators with *KD* | Indicators include competencies in KD |
| Learning                    | Compatibility of | 1. Objectives include components in the |

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<table>
<thead>
<tr>
<th>Domain</th>
<th>Primary Attention</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>learning objectives with pre-defined indicators.</td>
<td>indicator 2. Use a phrase that describes the indicators specifically.</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>The compatibility of learning activities with goals that will achieved</td>
<td>1. Learning activities accommodate all learning objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The flow of activity is clear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. In accordance with the scientific learning step.</td>
</tr>
<tr>
<td>Material</td>
<td>1. Material compatibility with learning objectives.</td>
<td>1. Materials meet the demands of learning objectives, not widened and not narrowed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The order of presentation of the material in accordance with the learning activities.</td>
</tr>
<tr>
<td></td>
<td>2. Material depth of each meeting</td>
<td>1. The portion of the presentation of the material according to the degree of difficulty of the material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Presentation of materials in accordance with the needs of learning activities, it does not depend on the availability of materials from other sources.</td>
</tr>
<tr>
<td>Tools and Learning Resources</td>
<td>1. The types of learning tools and resources that are used to support learning</td>
<td>The presence or absence of supporting tools and resources.</td>
</tr>
<tr>
<td></td>
<td>2. The compatibility of learning tools and resources with learning materials.</td>
<td>Tools and resources support the delivery of material.</td>
</tr>
<tr>
<td></td>
<td>3. The compatibility of learning tools and learning resources with learning activities.</td>
<td>Tools and resources facilitate learning activities.</td>
</tr>
</tbody>
</table>

The following table is the format of the compatibility analysis of 4th grade student textbook based on the 2013 Curriculum on the theme of Pahlawanku with the subtheme of Perjuangan Para Pahlawan on lesson six.
Table 2 Format Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Section to be analyzed</th>
<th>The results of the analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Compatibility</td>
</tr>
<tr>
<td>1</td>
<td>Core competencies</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Indicators</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Learning objectives</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Learning activities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Learning tools and resources</td>
<td></td>
</tr>
</tbody>
</table>

RESULT

Tabel 3 Result of Analysis 4th Grade Student Textbook on the Theme of Pahlawan with the Subtheme of Perjuangan Para Pahwan on Lesson Six.

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>Incompatibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. The KD of Mathematics Subject is not included in the mapping but appears in the learning materials</td>
</tr>
<tr>
<td>2</td>
<td>2. It should be added indicators of Science Subject</td>
</tr>
<tr>
<td>3</td>
<td>3. Learning objective number 2 is not covered by the indicator</td>
</tr>
<tr>
<td>4</td>
<td>4. The materials between subject is less related</td>
</tr>
<tr>
<td>5</td>
<td>5. It should be added to the subject matter of Science (IPA) and Physical, Sport and Health Education (PJOK)</td>
</tr>
<tr>
<td>6</td>
<td>6. The recommendation that provide supporting learning resources clearly in the column of tool/learning resources</td>
</tr>
</tbody>
</table>

DISCUSSION

In Figure I, it can be seen that in lesson six there are Physical, Sport and Health Education (PJOK), Civics Education (PKn), Science (IPA), and Social Studies (IPS) Subjects. The KD mapping is based on material interrelationships. This is based on the explanation in the KTSP General Guidelines by BSNP (2006: 15). The Decree in the 2013 Curriculum is called the Core Competencies (KI) needs to be assessed by taking into account the following matters: (1) the order based on the hierarchy of scientific discipline concepts and/or the level of material difficulty, does not have to always be in accordance with the order in the Content Standards (SI); (2) the relationship between SK and KD subjects; and (3) the relationship between SK and KD between subjects. Even though the discussion of the BSNP article refers to the use of KTSP 2006, in principle, the KD mapping must be presented in accordance with the relevance and level of material difficulties between subjects. According to the research, KD mapping on lesson six is appropriate.

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According to Table 3 point 1 which states KD of Mathematics Subjects are not listed in the KD mapping, but appear in the learning material. This material appears on page 48 of the exercise section. It is true that in the KD mapping there is information of evaluation, it means that an assessment process will be carried out on the learning of one theme. However, it is not justified to provide mathematic material in previous learning which is then assessed at the next meeting after providing other material. According to researchers, it is better to do reflections in advance relating to mathematic material or re-enter mathematic material in the learning process.

Table 3 points 2 states that it is necessary to add indicators of IPA Subjects. It relates to the compatibility of the indicators used in learning with the learning objectives to be achieved. In the learning objectives section, there are three objectives to be achieved in the form of identifying the application of the light properties, designing objects that utilize the nature of light and making simple loops. However, the indicators only cover identifying the application of the light properties and designing a work. According to the research, the work in question is making a simple loop earlier. Then you should add specific types of work to the learning objectives, so there are only two learning objectives, one of which contains designing a simple loop.
In Table 3 point 3, it is said that learning objective number 2 is not covered by the indicator. Meanwhile, in Table 3 point 4, it is said that learning material is less related. It can be seen in the presentation of material in the student textbook. The first material presented was the figure of Sultan Iskandar Muda. Next, there is the picture of a child suffering from a knee injury due to a fall and blisters caused by hot water. Even though it is in accordance with basic competencies, the relationship between the two materials is completely invisible. Furthermore, students conduct experiments creating simple loops using plastic wrap. It does not appear to be a relationship between this material and the previous material. Then, it proceeds with an exercise containing the attitude of the hero and the struggle of the hero. After working on the exercise, it is continued with a matter of evaluating one theme thoroughly without reflection. Then, the relationship between matter is invisible and the process becomes disjointed.

In Table 3 Point 5, it is said that it should be added to the subject matter of Science and PJOK. This is related to point 4. Apart from unrelated material, the material for each subject presented in the student textbook is very small. In the subject matter of Science, there is no material given about identifying the use of the properties of light. Students directly practice making simple loops. It is the same as the case of PJOK subject. There is no material about minor injuries and how to handle them according to indicators distinguishing the type of injury. While there are many types of injuries. It is true that the two examples in the material are those that are frequent and might occur in students. However, for the material as a whole, it is necessary to provide more material about the types of injuries that may be experienced by learners when exercising at school such as health problems or broken bones.

Table 3 points 6 states that it is advisable to provide supporting learning resources in the learning tools/resources column. In the learning tools and resources column, there are no clear book recommendations. It is only given reading information about Sultan Iskandar Muda. It could be that a book prepared provides information that is not in accordance with the learning needs. It is better to attach it clearly to the teacher textbook so that it can be reproduced or read by both, the teachers or students. Because the expected material is specific to the attitude of heroism and the struggle carried out.
Based on the results of the study, it can be concluded that the 4th grade student textbook on the theme of Pahlawanku with the sub-theme of Perjuangan Para Pahlawan in lesson six has some mismatches. This mismatch includes inappropriate of KD that is mapped and implemented in the form of material in learning activities, indicators that are incomplete, the goals that do not appear and material that does not cover the entire contents of KD, it did not match and the learning tools and resources are not written clear.

Regarding the conclusion above, the researcher suggests the improvement of 2013 Curriculum of 4th grade student textbook on the theme of Pahlawanku with the sub-theme of Perjuangan Para Pahlawan in lesson six as described in the discussion. In addition, researcher suggest teachers to analyze the contents and appropriateness of the material before using it. Teachers should provide supporting tools and resources to increase the meaningfulness of learning activities.

REFERENCE


Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
