Analysis of Lesson Five. Elevent Fragment of Analysis of Fourth Grade Students' Book based on 2013 Curriculum Theme *Pahlawanku* Subtheme *Pahlawanku Kebanggaanku*

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ABSTRACT

This research aims to know the suitability of fourth-grade students' books based on the 2013 Curriculum theme *Pahlawanku* Subtheme *Pahlawanku* Kebanggaanku on lesson five with core competencies, learning objectives, indicators, materials, tools, and learning resources. This section is the eleventh of eighteen fragments of an analysis of fourth-grade students' book on the theme *Pahlawanku*. This research uses a qualitative descriptive method, which analyzes students' books in fourth grade and then discusses the suitability according to the Ministry of Education and Culture rule and the implementation of Curriculum 2013. The result showed that 1) lesson five corresponds with core competencies; 2) there is an indicator on lesson five to narrow for PPKN subject; 3) lesson five corresponds with learning objectives; 4) there is learning activity not corresponding to lesson five; 5) there are some materials to narrow on lesson five; and 6) lesson five corresponding with tools and learning resources.

Keywords: *Analyze, Student Book, Curriculum 2013*

INTRODUCTION

Learning resources can be interpreted as everything that can be utilized to help achieve the learning goal. According to Waste, quoted by Prastowo (2014: 126), learning resources are divided into two kinds: (1) learning resources by utilization and (2) learning resources by design. Learning resources are utilized in everything around us that can be utilized for learning purposes—examples: newspapers, television broadcasts, markets, museums, zoos, mosques, and religious leaders. At the same time, the source of learning is designed as a learning resource that is intentionally planned and made to achieve specific learning goals. Examples: package books, worksheets, modules, manuals, transparencies, films, encyclopedias, brochures, strip films, slides, and videos.

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 often referred to as teaching materials. This collection of materials is usually the content of the textbook. The teaching materials themselves have specific 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 in the material. Effective criteria mean that material must be able to give a deep impression when taught.

On July 15, 2015, a new curriculum was introduced, the Curriculum 2013. Implementing Curriculum 2013 in elementary school is conducted in the first, second, fourth,

and fifth grades (BNSP: 2014). In connection with this, the Ministry of National Education and Culture, in cooperation with the Center of Curriculum and Books (Puskurbuk), has published a book based on Curriculum 2013 based on teacher books and student books. The 2013 Curriculum-based package book is expected to help students achieve learning purposes.

However, after its use for two years, the textbooks that Puskurbuk published did not meet the demands in Curriculum 2013. The statement by Harta is disclosed in an article on 5 October 2013 on the official website *Kompasiana*. "This book (red: student book) in meeting the curriculum of the 2013 Curriculum that the book should be work based (seen from the teacher's book) because the student's book contains the theory." "There are a lot of misconceptions and obscure concepts .....". Another article found complaints related to Core Competence (KD) and indicators. "There is a KD in the syllabus, and the book Curriculum 2013 is not under the Ministerial Regulation ..... there is KD that is not contained in the syllabus or book Curriculum 2013 ... KD charge per subprocessor is not proportional .. weak in understanding KD and formulating indicators .. . "This statement was delivered by Practica on October 22, 2014, on the official website Kompasiana. Minister of Education and Culture Anies Baswedan, in an article on the official site of Sindo newspaper, revealed that "...... mistakes are so severe, such as not synchronizing KD material with what is in the hands of students." Curriculum observers, Retno Listysarti also revealed the similar in the same article "..... between the syllabus document, KD and the book is out of sync."

This study aimed to determine the suitability of fourth-grade students' books based on the 2013 Curriculum on the theme "*Pahlawanku*" with KD, indicators, activities, materials, tools, and learning resources. Conformities and non-conformities found will be used to provide consideration for improvement for various related parties. The fourth-grade student's book based on the 2013 curriculum on the theme "*Pahlawanku*" is divided into three sub-themes with six lessons in each sub-theme. This article is limited to fourth-grade students' books based on the 2013 Curriculum on the theme "*Pahlawanku*" sub-theme 2 "*Pahlawanku* Kebanggaanku" in lesson five. This article is the eleventh part of eighteen articles from this research.

METHOD

This research uses a descriptive qualitative method by analyzing the contents of documents related to the research problem, namely: the fourth-grade student's book theme "*Pahlawanku*" subtheme "Pahlawan Kebangganku" on lesson five based on Curriculum 2013 and the fourth-grade teacher's book theme "*Pahlawanku*" subtheme "Pahlawan Kebangganku" on lesson five based on Curriculum 2013. Analysis refers to the Regulation of the Minister of Education and Culture National No. 65 the Year 2013 on Standard Process of Primary and Secondary Education, attachment of Regulation of Minister of National Education and Culture No. 67 of 2013 on the Basic Framework and Curriculum Structure of Elementary School / Madrasah Ibtidaiyah, Regulation of the Minister of National Education and Culture No. 11 of 2005 on Textbook Lessons, Law No. 20 of 2003 on National Education System, articles related to the implementation of Curriculum 2013 and official articles from the BSNP website.

The variables in this study are core competencies incompatibility, indicators, objectives, activities, materials, tools, and learning resources in the fourth-grade student's book based on Curriculum 2013 on the theme of "*Pahlawanku*" subtheme "Pahlawan Kebangganku" on lesson five. Data is collected through the following steps.

The first thing researchers do is to create a suitability analysis format along with a description of conformity. Furthermore, the researcher collects research documents in the form of fourth-grade student's book theme "*Pahlawanku*" subtheme "Pahlawan Kebangganku" in lesson five, teacher's book grade IV theme "*Pahlawanku*" subtheme" Pahlawan Kebangganku" on lesson five, Regulation of Minister of National Education and Culture No. 65 the Year 2013

on Standard Process of Primary and Secondary Education, Regulation of Minister of Education and National Culture No. 67 of 2013 on Basic Framework and Structure of Elementary School Curriculum / Madrasah Ibtidaiyah, Regulation of the Minister of National Education and Culture No. 11 of 2005 on Textbook Lessons, Law no. 20 of 2003 on National Education System, articles related to the implementation of Curriculum 2013, and articles from the official website of BSNP. After the required documents are collected, the researcher begins to analyze the suitability and incompatibility of each core competencies, indicators, objectives, activities, materials, tools, and learning resources in each lesson in a fourth-grade student book based on the Curriculum 2013 "*Pahlawanku*" theme, referring to the official documents collected earlier. After the analysis is done, compliance and non-conformity are sorted. The incompatibility of each learning is collected and tabulated in three tables according to each subtheme of the lesson.

Table 1. Assessment Grid

Domain	Primary Attention	Description
Core Competency	1. Core competencies used in learning.	1. Core competencies are the actual core competencies of the subject. 2. I am numbering core competencies as stated in Curriculum 2013.
	2. Compatibility of core competencies mapping.	1. Hierarchical based on the concept of science or the degree of difficulty of the matter. 2. Core competencies related based on teaching materials, and themes, both in one subject and between lessons.
Indicators	1. Indicators of each lesson.	1. Meet the demands of core competencies. 2. Hierarchy is based on the level of competence to be achieved. Depart from Bloom's C1-C6 Taxonomy. 3. Includes measurable competencies. 4. I am using active verbs.
	2. The order of indicator usage of each core competency	Hierarchical based on the level of competence to be achieved. Depart from Bloom's C1-C6 Taxonomy.
	3. Compliance indicators with core competencies	Indicators include competencies in core competencies
Learning Objectives	Conformity of learning objectives with predefined indicators.	1. Objectives include components in the indicator 2. Use a phrase that describes the indicators specifically.
Learning Activities	The suitability of learning activities with goals that will be achieved	1. Learning activities accommodate all learning objectives. 2. The flow of activity is apparent. 3. Following the scientific learning step.
Material	1. Material compatibility with learning objectives.	1. Materials meet the demands of learning objectives, not widened and not narrowed. 2. The order of presentation of the material in accordance with the learning activities.
	2. Material depth of each meeting	1. The portion of the presentation of the material according to the degree of difficulty of the material. 2. The presentation of materials following the needs of learning activities does not depend on the availability of materials from other sources.
Tools and Learning Resources	1. The types of learning tools and resources that are used to support learning	The presence or absence of supporting tools and resources.
	2. Conformity of learning tools and resources with learning materials.	Tools and resources support the delivery of material.
	3. The suitability of learning tools and learning resources with learning activities.	Tools and resources facilitate learning activities.

The following is the format of the suitability analysis of fourth-grade students book based on Curriculum 2013 theme "*Pahlawanku*" subtheme "*Pahlawanku* Kebangganku" on lesson five.

Table 2. Format Analysis

Subtheme : Lesson learned :			
No	**Section to be analyzed**	**The results of the analysis**	
		Conformity	**Non-Conformity**
1	Core competencies		
2	Indicators		
3	Learning objectives		
4	Learning activities		
5	Materials		
6	Learning tools and resources		

RESULTS AND DISCUSSION

Tabel 3. Analysis result of fourth grade students' book theme "*Pahlawanku*" subtheme "*Pahlawanku* Kebangganku" on lesson five.

Lesson 5	Discrepancy	1. Indicators of PPKn subject need to add according to KD.
		2. Learning materials about flag ceremonies do not appear.
		3. Learning materials about obligation do not appear.

Lesson five on the theme "*Pahlawanku*", the sub-theme "*Pahlawanku* Kebanggaanku" consists of IPS, PPKn, Bahasa Indonesia and SBdP subjects. The mapping is based on the explanation in the General Guidelines for KTSP by BSNP (2006:15). SK, which in the 2013 Curriculum is called Core Competencies (KI), needs to be studied by taking into account the following: (1) the order based on the hierarchy of concepts of disciplines and the level of difficulty of the material, does not always have to be following 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. Although the discussion of the BSNP article refers to the use of the 2006 KTSP, in principle, the KD mapping must be presented following the relevance and difficulty level of the material between subjects.

IPS subjects using KD 3.1 and 4.1 contain materials about Ir. Soekarno. PPKn subject using KD 3.2 and 4.2 contains material about flag ceremony and value of flag ceremony. Bahasa Indonesia subject using KD 3.5 and 4.5 contain material about getting, processing, and serving information from text. SBdP subject using KD 3.2 and 4.5 contain material about the tone and sound of Hari Merdeka song.

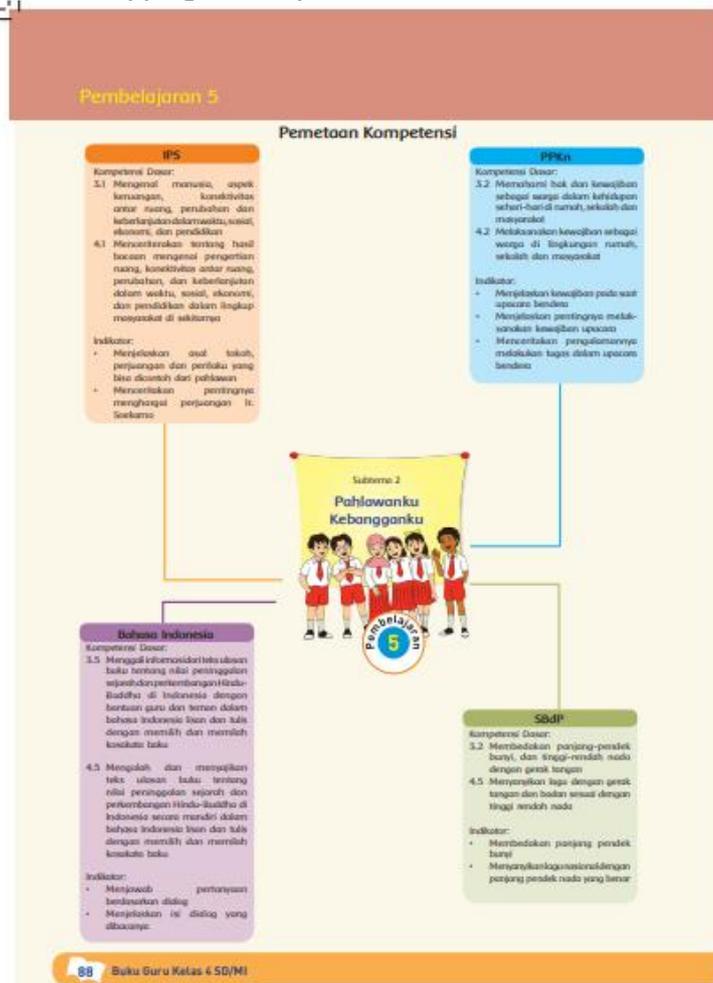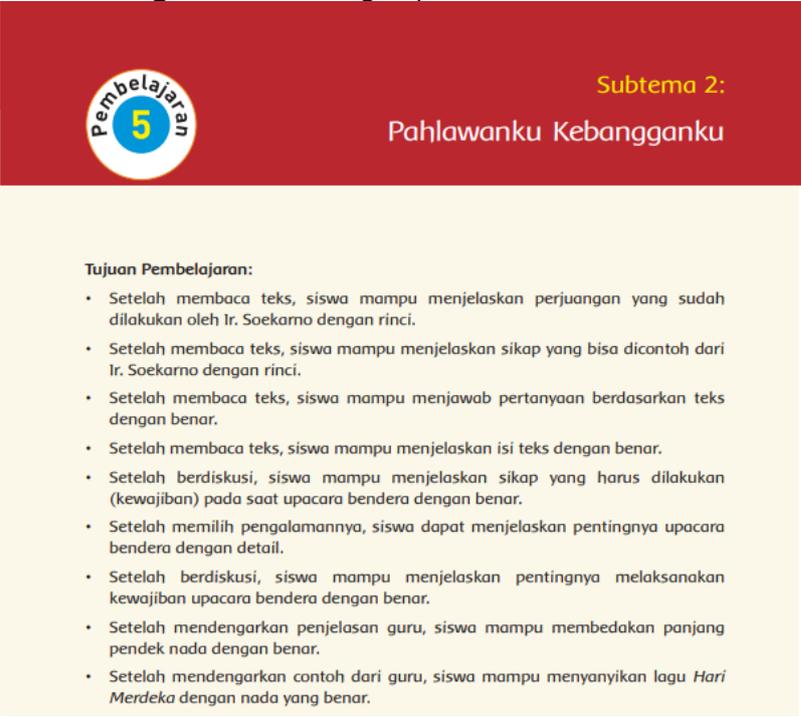**Figure 1.** Mapping of competencies and indicators of lesson five

Table 3 shows the results of the analysis of students' books in lesson five. Point 1 states that the indicators for PPKn subjects should be added according to the KD. PPKn subjects use KD 3.2 and 4.2. KD 3.2 reads to understand the rights and obligations of citizens in everyday life at home, school, and in society. KD 4.2 reads carrying out obligations as citizens in the home, school, and social environment. There are three indicators used: 1) explaining the obligations during the flag ceremony, 2) explaining the importance of carrying out ceremonial obligations, and 3) telling about his experience doing the task in the flag ceremony. In the indicators, it can be seen that the limitation of the material is only the obligation of the flag ceremony in the scope of the school. While following the breadth of KD, indicators are expected to cover the home, school, and community environment. If it is limited to the scope of the school, there are many types of obligations that students can carry out in the school environment. So it is necessary to add indicators following the scope of KD.

Point 2 in table 3 of the analysis results states that the presentation material section on the importance of the flag ceremony does not appear. The presentation of material about the flag ceremony only appears in a short dialogue on the student book, pages 68-69. Meanwhile, in the learning objectives of point 6, students are expected to be able to explain the importance of the flag ceremony in detail. Thus, it is necessary to add material that contains the importance of the flag ceremony for students and its value.

The analysis of lesson five at point 3 in table 3 shows that the material on obligations does not appear much. In the learning objectives of point 7, students are expected to carry out the obligations of the flag ceremony correctly. The material that emerged was about

attitudes during the flag ceremony. Thus the material provided is not following the learning objectives set.

Figure 2. Learning objectives of lesson five

CONCLUSION
Based on the discussion, conclusions can be drawn.
1. The learning activity of lesson five corresponds with core competencies.
2. Indicators of PPKN subject on lesson five do not correspond with core competencies. The indicators are to narrow according to the scope of core competencies.
3. The learning activity of lesson five corresponds with the learning objectives.
4. There are learning objectives that do not appear in learning activities.
5. There are some materials to narrow down on lesson five. This matter is according to point four, where one of the learning objectives does not appear in learning activities.
6. The learning activity of lesson five corresponds with tools and learning resources.

Based on this conclusion, we can deduce that some problems from this book should be repaired. Researchers suggest improvement of fourth-grade students' books according to the conclusion. Researchers also suggest that teachers who use this book for learning guidance must carefully ensure the suitability of materials and learning activities. The teacher can also use another learning resource to complete any matter of this book.

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