CHAPTER II

LITERATURE REVIEW

A. Textbook Theory

1. Definition of Textbook

The textbook is the core of all materials and activities. The textbooks have an enormous influence on what is taught in primary, elementary and secondary classes and how it is taught. These are the backbone of classroom instruction, especially at the primary level in developing countries.[1] Based on the Regulation of the Minister of Education, Culture, Research and Technology No. 22 of 2022, Article 1, Paragraph 4, concerning quality standards for books, there are some definition of books.

Book is written and/or visual creations that are periodically published as electronic publications or as bound print publications. Educational books, on the other hand, are utilized in special education, general education, professional education, academic education, vocational education, and religious education. When it comes to the learning process in educational units and/or programs, educational books serve as both the primary source of knowledge for students and a reference for educators and/or staff. This is different from the definition of textbooks, which is created for learning based on the national educational standards and the applicable curriculum.[2] It is defined

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[1] Kahlid Mahmood, "The Process of Textbook Approval: A Critical Analysis"*, Punjab: Bulletin of Education Research,* Vol, 28, No. 1, (June, 2006), 4.

[2] Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 22 Tahun 2022 Tentang Standar Mutu Buku, Standar Proses dan Kaidah Pemerolehan Naskah, Serta Standar Proses dan Kaidah Penerbitan Buku, 3.

as a book that has textbooks serve as a source of information, providing directions for motivational activities and asking questions that connect the material to everyday experiences.

Textbooks are an important part of the learning process for both teachers and students. For language learning, Richards state that textbooks serve as the basis for much of the language input since learners receive and provide the contents of the lessons, the balance of skill taught and the kinds of language practice the students take part in.[3] On the other hand, Werren states that a textbook is printed instructional material in bound form, the contents of which are properly organized and intended for use in elementary or high school curricula.[4]

Frank E. Spaulding defines that textbooks are tools. To be serviceable, they must be adapted, like other tools, to the three considerations; the end to be accomplished by their use, the material in connection with which they are to be used, and the needs of the user.[5] Meanwhile, C.R Maxwell states that the textbook is a recognized teaching aid. One cannot consider the traditional school without considering textbooks. Without one, the majority of teachers would be as lost as a mariner without a compass. It's not always a good thing to become book dependent. It is a reflection of the teacher's abilities to some amount. The general public assume that the teacher is an expert in the things

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[3] Jack. C. Richards,*Curriculum Development in Language Teaching,* (Edinburgh: Cambridge University Press, 2001), 252.

[4] Anisa Novita Sari, "An Analysis of Textbook Entitled "Headline English" Published by Srikandi Empat of Seventh Grade of Junior High School"*,* (Undergraduate Thesis, Lampung: Raden Intan State Islamic University of Lampung, 2019), 8.

[5] Frank E. Spaulding, *Measuring Textbooks*, (New York and Chicago: Newson and Company, 1922), 3.

that he teaches.[6] The statement from C.R Maxwell is almost the same with Douglas Brown's, which said that textbooks are one kind of text that are used in curriculums for instructional purposes. Textbooks are the most evident and widely used type of material support for language teaching. Holding the textbook, getting ready for the class tomorrow. Please reference the teacher's edition of your textbook if it has one, and make use of as many of its recommendations as you think fit. If the teacher's edition is missing, your job is to figure out how to introduce the book's material and activity to your class.[7] That is why textbooks play an important role in school life.

Based on Law Number 3 of 2017 concerning the Bookkeeping System and its implementing regulations, namely Government Regulation Number 75 of 2019 concerning Implementing Regulations of Law Number 3 of 2017 concerning the Bookkeeping System, classifies educational books into two types, namely textbooks and non-text books. Textbooks are further classified into main textbooks, companion textbooks, and local content textbooks. Educational books can be in print and/or electronic form.[8]

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[6] C.R Maxwell, *The Selection of Textbook*, (United States: Houghton Mifflin Company, 1921), 1.

[7] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco, California: Pearson ESL, 2000), 137.

[8] Peraturan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan, 2.

a. The Main Textbook

Main textbooks are textbooks that must be used in learning based on the applicable curriculum and are provided by the central government and free of charge.[9] Main textbooks consist of student's books and teacher guidebooks. Student's books are the main textbooks that contain learning material on certain subjects, as well as being a mandatory reference book and the main learning resource for students in educational units and/or programs. Students books contain the main material that mjst be studied by students in accordance with applicable national education standards and curriculum. The main material refers to the content and curriculum standards in order to achieve competency or learning outcomes (CP) for each level of education and class level, including the order of presentation. The student's book is equipped with a teacher's guidebook, which is an integral part for each subject. The teacher's guidebook contains learning materials and/or methods to be used by educators as a guide, or reference in the learning process.[10]

b. Supplementary Textbook

Textbooks designed to supplement, improve, and strengthen some of the primary content found in student textbooks are known as supplementary textbooks. The major textbook used by the student is cited in the

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[9] Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 22 Tahun 2022, …, 3.

[10] Peraturan Kepala Badan Standar, Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan, …, 2-3.

preparation of the supporting textbook, which is merely a student's book.[11]

c. Local Content Textbook

Local content textbooks are textbooks that contain local content material in accordance with local content documents applicable in the region. Local content material is study material related to local potential and uniqueness.[12]

d. Non-Textbooks

Non-textbooks are books that contain material for developing attitudes, knowledge and skills of students, educators and/or education staff. Non-textbooks include enrichment books, reference books, and educator guidebooks.[13]

In this case, the textbook that will be analyzed by the researcher is main textbook, especially books for students. Then, from the explanation above, we can conclude that a textbook is a printed book that serves as a unique resource and guide for teachers and students to familiarize themselves with lesson material and practice questioning exercises.

2. The Role of Textbook

For instructors as well as students, quality textbooks are crucial. The textbook serves as a source of information for the

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[11] Peraturan Kepala Badan Standar, Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan, …, 3.

[12] Peraturan Kepala Badan Standar, Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan, …, 4.

[13] Peraturan Kepala Badan Standar, Nomor 039/H/P/2022 Tentang Pedoman Penilaian Buku Pendidikan, …, 4.

teacher to use throughout each class period, and it serves as an extra tool for the students to comprehend what the teacher has taught. Textbooks for language acquisition typically have multiple sections that cover various kinds and skills. This makes it possible for instructors and students to concentrate on the lessons being taught and learnt.[14]

Textbooks not only provide teachers with general teaching materials, but also help develop appropriate activities for each topic, as well as being a source of practice.[15] As a source of information for achieving desired learning outcomes, Cunningsworth categorizes several roles of textbooks as means of ELT:

a. As a source of material mediation (spoke and writing).
b. As a source of activities for students to practice communication and interact.
c. As a resource for students learning grammar, vocabulary, reading comprehension, etc.
d. As a source for stimulating ideas for language activities in class.
e. Can be used as a syllabus for teachers.
f. A resource for self-directed learning or self-access work.
g. As a support for less experienced teachers in teaching.[16]

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[14] Anisa Novita Sari, "An Analysis of Textbook Entitled …, 38.
[15] Anisa Novita Sari, "An Analysis of Textbook Entitled …, 38.
[16] Alan Cunningsworth, *Choosing Your Coursebook*, …, 7.

Meanwhile, according to Roger Seguin, from the instructional standpoint, the textbook has three main roles[17]:

a. An information role, implying;

    1) Presentation of a selection of knowledge items on a certain subject and issue, keeping in mind that curriculum shouldn't be overburdened and that knowledge acquisition should be progressive and arranged in accordance with years of scholarly achievement;

    2) The next step is to filter the material to synthesize it, occasionally simplify it, and make it understandable and accessible to students at the relevant level.

b. A role of structuring and organizing learning

The learning process is described in the textbook as progressing in successive stages of instructional units. It provides multiple options for how the learning might be organized:

    1) From practical experience to theory;

    2) From theory to practical exercises with assessment of what has been learned;

    3) From practical exercise to theoretical elaboration;

    4) From statement to examples and illustration;

    5) From examples and illustration to observation and analysis.

c. A role of guiding learning

For helping the students in learning the material they have learned, gathering information from sources apart from the

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[17] Roger Seguin, "The Elaboration of School Textbook: Methodological Guide", (Program and Meeting Document presented on Unesco Digital Library, Paris, on December, 1989), 18-20.

curriculum, and helping them in perceiving and understanding the outside world. There are two options that can be utilized to direct the process of learning:

1) Repetition, memorization, copying models;
2) More open and creative activities where the students can make use of his own experiences and observations;

Meanwhile, according to the subject, progress can be:

1) More constraining for subject like mathematics, science, reading, foreign language;
2) Less constraining for literary texts, geography, history (chorological order).

3. The Characteristic of Textbook

Each book must meet specific standards set by the government in order for it to be published as a resource for educational units. The National Education Standards Agency sets and issues the standard in this instance, and the textbook satisfies the following characteristics:

a. Textbooks are arranged with a logical flow according to the learning plan.
b. Be mindful and strive to provide a new perspective for students to be more critical.
c. Encourage students' learning motivation so that they can study without having to be asked.
d. Using textbooks usually requires assistance from the teacher.
e. Package as simply as possible so that it is easier to understand, does not create contradictions, and remains relevant.

f.   There are interesting illustrations so that students understand more easily.

g.   The material presented has a clear and firm point of view, so that it does not confuse students in understanding.

h.   Fill in relevant material according to the curriculum.

i.   The language used is standard, paying attention to the regional taboo idioms to avoid grammatical misunderstanding.[18]

However, it is different with Roger Seguin who said that textbooks which are organized in a systematically progressive fashion; these are educational texts which propose a structure, an order and a progression in the teaching-learning process:

a.   Texts which propose a structure, an order and a progression in the teaching-learning process: instruction is structured, organized in chapters and in units;

b.   The content of learning (information, explanations, comments, practical exercises, summaries, evaluation) is presented in an order;

c.   There is systematic progression of learning towards the acquisition of new knowledge and learning new concepts, based on known items of knowledge.[19]

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[18] Dirto, "Modul dan Buku Cetak, Apa Perbedaannya?", 26 Mei 2021, https://pusdiklat.perpusnas.go.id/berita/read/71/modul-dan-buku-cetak-apa-perbedaannya

[19] Roger Seguin, "The Elaboration of School Textbook: Methodological Guide", …, p. 18.

4. Advantages and Disadvantages of Textbook

There are positive and negative aspects of using textbook in the classroom. It depends on how they are used and the criteria for their use. Given the extensive use of textbooks in classrooms over the course of several decades, it is reasonable to assume that both instructors and learners have compelling justifications for their continued implementation.[20]

Advocates of the textbook cite the need for structure, predominantly in terms of language presentation for both teacher and students.[21] According to the Tsiplakides, the advantages of using textbooks in education include providing a structured program and syllabus, promoting standardization and quality, offering a variety of learning materials, saving time for teachers, potentially serving as effective language models and sources of feedback, and generally being visually appealing and engaging for students.[22] The majority of textbooks created for commerce have digital and audiovisual components. The diversity of media contributes to a rise in student motivation. Additionally, they help students develop effective spoken communication by exposing them to the visual (gesture, facial expression, proxemics) and auditory (ellipsis, redundancy, overlapping speech) features of the language as well as by providing the physical and environmental cues needed to help students understand usage and register in a

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[20] Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, …, 19.

[21] Ros Wright, The Advantages and Disadvantages of Using a Coursebook, *England: Cambridge University Press*, 2012, https://www.englishformedicine.net/uploads/2/5/9/6/25968452/advantages_and_disadvantages_of_using_a_coursebook.pdf, 1.

[22] Iakovos Tsiplakides, "Selecting an English Coursebook: Theory and Practice", …, 759.

particular context.[23] Furthermore, the utilization of textbooks in contemporary educational institutions persists due to its advantages for both educators and learners. Regarding students, textbooks are subject to change. According to Mahmud and Idham, this is a learning resource that can be accessed for s reading both within and beyond the confines of the educational institution.[24]

Likewise, textbook also have disadvantage aspects. According to Hutchinson and Torres, have observed that a growing number of educators depend on textbooks, which may lead to a perception that teachers are relieved of their responsibilities. It is possible for educators to overlook the significance of their position within the classroom setting, as it remains a crucial component that cannot be substituted by mere instructional materials.[25] Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us.[26] Furthermore, it is possible for educators to overlook the fact that the primary objective of the instructional process is to address the requirements of the learners.[27]

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[23] Ros Wright, The Advantages and Disadvantages of Using a Coursebook, …, 1.

[24] Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, …, 19.

[25] Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, …, 19.

[26] Tom Hutchinson and Eunice Torres, "Textbook as Agent of Change", *ELT Journal*, Vol. 48, (October 4th, 1994), 315.

[27] Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, …, 19.

However, it is different with Richard that has mentioned about the advantages and disadvantages of the textbook in his book to be compared:[28]

Table 2. 1 The advantages and disadvantages of textbook

The Advantages	The Disadvantages
They provide structure and a syllabus for a program.	They may contain inauthentic language.
They help standardize instruction.	They may distort content.
They maintain quality.	They may not reflect students' needs.
They provide a variety of learning resources.	They can deskill teachers.
They are efficient.	They are expensive. The cost of textbooks can be a financial burden for certain students.
They can provide 'effective language models and input.	
They can train teachers.	
They are visually appealing.	

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[28] Jack. C. Richards, *Curriculum Development in Language Teaching,* …, 254-256.

5. Textbook Evaluation

Since, due to the significant role that textbooks play in the classroom, the selection process of textbooks should be approached with caution. It is possible for schools in Indonesia to adopt varying textbooks for the same academic level. Textbook evaluation is a crucial aspect in ensuring a suitable alignment between the content of a textbook and the requirements of the learning/teaching context, as noted by Cunningsworth. According to Tok, evaluation holds significant importance in the realm of education, particularly for educators, as it can furnish valuable insights for future classroom strategies, curriculum development, and student learning task management. Furthermore, the scrutiny and assessment of textbooks not only aid educators in their professional growth, but also provide them with significant perspectives on the fundamental nature of the discipline. Moreover, it is imperative to conduct an assessment aimed at verifying the coherence of the English textbook. According to Tomlinson, language acquisition principles should guide the development of ELT materials, and it is preferable for all content units to be principled, appropriate, and coherent.[29]

According to Ur, there are three stages of textbook evaluation, (1) deciding on criteria; (2) applying criteria; (3) summary:

a. **Deciding on criteria.** In this step, analysts must examine the criteria for textbook evaluation and determine the significance

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[29] Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, …, 21-22.

of each criterion using codes such as "very important," "fairly important," and "uncertain".

b. **Applying criteria.** After determining the significance of the criteria, the criteria are applied to the analysis. The criteria from the initial stage can be used to evaluate the textbook.

c. **Summary.** The overall evaluation. The concise description of the evaluation's outcome. The textbook could be graded based on previously assigned codes.[30]

B. Curriculum

1. Definition of Curriculum

Curriculum's etymology is derived from the Latin terms "curere," which means "place to run," and "curir," which means "runner". Thus, the word curriculum refers to the distance that runners must cover from the starting line to the finish line and originates from the Greek and Roman world of sports in antiquity.

According to terminology, the word "curriculum" in the context of education refers to the collection of courses or disciplines that students need to study or finish in order to meet a given learning objective or competency. A diploma or certificate serves as evidence that a student has attained a particular level of ability.[31]

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[30] Fahala Rahma Tanto, *An Analysis of The English Textbook "Bahasa Inggris Work In Progress" Based on The Curriculum Merdeka*, …, 22.

[31] Baderiah, *Buku Ajar Pengembangan Kurikulum*, (Palopo: Lembaga Penerbit Kampus IAIN Palopo, 2018), 6-7.

A curriculum, in general, is a set of subjects and/or resources that students will learn or that teachers will instruct them in. Stated differently, a curriculum is a set of instructions for learning that leads to a particular outcome. But for the majority of students, the curriculum consists solely of the tasks, exercises, and material found in textbooks. Parents often view the curriculum as their children's homework or kind of instruction. For teachers, it is a different story when it comes to curriculum content (lesson material) that will be taught to pupils, as well as tactics, teaching methods, or techniques, and teaching material source books.[32]

Curriculum, as defined by Tanner and Laurel Tanner, is a planned, directed learning experience that is structured and organized through a methodical reconstruction of knowledge and experience under the supervision of educational institutions in order to stimulate students' motivation and interest in learning. George A. Beaucham argues that a curriculum is a written document that contains the substance of subjects taught to pupils through different subjects, choices of scientific fields, and formulation of problems in everyday life. This is distinct from what is being done here. In the meantime, Murray Print clarifies that the curriculum is a structured learning environment that is made available to students directly by a learning establishment and that, once it is established, all students can take use of.[33]

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[32] Mohammad Ansyar, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan*, (Jakarta: Kencana, 2017), 22-23

[33] Sarinah, *Pengantar Kurikulum*, (Yogyakarta: Deepublish, 2015), 12-13.

According to General Provisions of Law No. 20 of 2003, the curriculum is a collection of plans and arrangements pertaining to objectives, content, and learning materials as well as methodologies used as instructions for executing learning activities to attain specified educational goals. In accordance with Articles 35 paragraph (2) and 36 paragraph (1) of Law No. 20 of 2003, curriculum development is carried out by making reference to national education standards.

According to Article 36 paragraph (2) of Law No. 20 of 2003, the curriculum is created using the diversification principle at all levels and forms of education, taking into account students, educational units, and regional capacity, fundamental design and organization. As required by Article 38 of Law No. 20 of 2003, the ministry of education, the district/city religious department office for basic education, and the provincial religious department office for secondary education oversee and coordinate the development of the primary and secondary education curricula, which are decided by the government and tailored by each educational group or unit and school committee.[34]

According to explanation above, the definition of the curriculum is a tool, or set of plans and arrangements, created by an educational institution that includes learning materials that will be provided to students in one period of education level.

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[34] Anindito Aditomo, Yogi Anggraena, et al., *Kajian Akademik: Kurikulum untuk Pemulihan Pembelajaran*, (Jakarta: Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021), 10

2. The Role of Curriculum

Since the curriculum is the foundation for all educational activities, the curriculum must be the basis for the effectiveness of education implementation. A curriculum is essentially an interconnected system made up of multiple auxiliary parts. In addition, the curriculum serves as a reference and guide for those who utilize it, meaning that for educators, it serves as a roadmap for executing and instructing learning activities. Education is a conscious and planned effort to assist develops a child's potential and abilities such that it is good for the interests of his life as an individual and as a citizen and society by selecting appropriate content (material), tactics, activities and procedures.[35]

In formal education or other educational settings, the curriculum plays a crucial role that needs to be carefully implemented. This way, the curriculum can be used to determine the success or failure of an educational endeavor, as well as whether or not students comprehend the subject matter and whether or not learning objectives are met executed in the educational setting, such as a school. Because the curriculum serves as the foundation for all learning, there is a strong correlation between it and education.[36] This study will clarify three crucial roles of the curriculum, which are as follows:

a. The Conservative Role

Teaching students, who represent the younger generation, the values and culture of society is one of a school's many

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[35] Baderiah, *Buku Ajar Pengembangan Kurikulum*, …, 33-34.
[36] Farhany Zahra and Anne Effane, "Peran Kurikulum dan Fungsi Kurikulum", *Karimah Tauhid*, Vol. 2, No. 1, (2023), 154.

roles as an educational institution. In order to uphold and behave in accordance with the rules of their new society, students must comprehend and be aware of the values and norms of their old society. Preserving diverse cultural values as relics from the past is the conservative duty of the curriculum. Preserving diverse cultural values as relics from the past is the conservative duty of the curriculum. The conservative role of the curriculum plays a role in preventing various influences that can damage the noble values of society; ensuring social stability and community identity are maintained. If it is connected to the era of globalization brought about by scientific and technological advancements, which makes it easy for foreign cultural influences to undermine local culture, then this is relevant. The emphasis of this role is on how the curriculum can be used to teach pupils, or the next generation, cultural heritage values that are thought to be still relevant today.[37]

b. The Creative Role

In this capacity, the school must create new things in response to societal demands. Since society is actually dynamic and constantly changing rather than stagnant, the curriculum plays a creative role in this context. The curriculum needs to be able to address every issue in light of the needs and rapidly evolving advancements in society.[38] In order to fulfill its creative role, the curriculum must be

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[37] Sarinah, *Pengantar Kurikulum*, …, 14.
[38] Rudi Martin and Mangaratua Simanjorang, "Pentingnya Peranan Kurikulum yang Sesuai dalam Pendidikan di Indonesia", *Journal Mahesa Center,* Vol. 1, No. 1, (Januari 2022), 128.

updated to assist students reach their full potential and participate actively in the dynamically evolving social life of society. In summary, the creative role in this instance highlights the need for the curriculum to be flexible enough to adapt to new advancements and the demands of society both today and in the future.[39]

c. Critical and Evaluative Role

Taking into account the previous roles—the conservative position, which demands that all traditional values and cultures be preserved, and the creative role, which demands that new values and cultures be created in accordance with contemporary developments—does every student at school really need to have all of this?[40] Not always, as there are times when the traditions and values of the past clash with the demands of modern society and the emergence of new customs and values that, while sometimes relevant to the circumstances and demands of the time, are not always consistent with the traditions and values of the past. Not all of the traditions and values of the past must be upheld or preserved. Here is where the curriculum's critical and evaluative function is required to determine which values and cultures must be preserved and which new ones kids must acquire.[41]

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[39] Sarinah, *Pengantar Kurikulum*, …, 15-16.
[40] Farhany Zahra and Anne Effane, "Peran Kurikulum dan Fungsi Kurikulum", …, 155.
[41] Sarinah, *Pengantar Kurikulum*, …, 16-17.

Everything that is thought to be advantageous for students' lives must be chosen and assessed with input from the curriculum. This position is driven by the reality that society's values and culture are ever-evolving, necessitating modifications to the way that historical values and cultures are passed down to pupils in light of current circumstances.

3. **Design of Curriculum**

Design is the process of organizing and choosing components, methods, and approaches to carry out an action that involves thoughts, objects, and attempts to accomplish an objective. According to Charles Reigeluth, a design's main function is to prepare the most suitable and effective path to achieving a particular objective. Broadly speaking, curriculum design is a product of careful consideration of the nature of learning and education.[42]

The idea of "curriculum design" encompasses many fundamental elements. A curriculum and its design typically imply certain stated requirements for curricula that are related to particular areas of knowledge for a large number of educators and learners. Curriculum design is considered a technique. A stronger emphasis on the design process, enabling light-touch approval events, and more sophisticated methods of involving stakeholders, including students, are only two examples of improvements to design procedures.[43]

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[42] Mohammad Ansyar, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan*, …, 261.

[43] Maria Druzhinina, Natalia Belkova, et al., "Curriculum Design in Professional Education: Theory and Practice", *EDP ScienceWeb of Conferences 50,* (2018), 2.

According to Karen Schweitzer, the phrase "curriculum design" refers to the methodical, intentional, and planned arrangement of teaching elements inside a class or course. Put another way, it's a method by which educators organize their lessons. Teachers decide what has to be done, by whom, and when when they establish a curriculum.

Curriculum components in organizations are in several categories. In general, almost all curriculum designs are classified as modifications and/or combinations of three main categories of curriculum design, namely:

a. Subject-Centered Design.

The most often utilized curriculum design in schools is subject-centered design. The knowledge curriculum serves as the primary curriculum content in this system. Furthermore, subjects are typically the primary content of textbooks that are used as references for the school curriculum.[44]

This curriculum design, which is focused on certain subjects, originated from the idea of classical education, which emphasizes the worth of prior values, knowledge, and abilities for pupils. As a result, the subject content used to construct this model curriculum has already been organized into a variety of subjects.[45]

b. Learner-Centered Design.

The goal of learner-centered design is the growth of each individual student. This approach holds that the kid is the

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[44] Mohammad Ansyar, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan*, …, 266.

[45] Syaifuddin Sabda, *Pengembangan Kurikulum (Tinjauan Teoritis)*, (Yogyakarta: Aswaja Pressindo, 2015), 118-119.

topic (the primary role bearer) in education and instruction.[46] The idea that students should be the primary focus of education rather than subjects gave rise to this approach.[47] Because children have the ability to act, behave, and develop, teachers only have a role in providing learning circumstances, encouraging, and guiding in accordance with the needs of the children.[48]

The focus on the role that students play in the educational process is the primary feature of this design. The curriculum must therefore be organized in a way that takes into account the needs, interests, talents, and objectives of the pupils. The teacher and pupils constructed this design, rather than planning it beforehand. Since the design structure is dependent on a particular student group, which may differ from other student groups, it is not feasible to create a curriculum that would suit every child; instead, it must take into account the interests, worries, issues, and challenges of the particular student group.[49]

c. Problem-Centered Design.

The goal of problem-centered design is to find solutions for societal, personal, and everyday issues. This design can be broken down into many themes, such as chronic life situations, general social life difficulties, youth and adolescent

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[46] Syaifuddin Sabda, *Pengembangan Kurikulum (Tinjauan Teoritis)*, …, 125.

[47] Mohammad Ansyar, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan*, …, 276.

[48] Syaifuddin Sabda, *Pengembangan Kurikulum (Tinjauan Teoritis)*, …, 126.

[49] Mohammad Ansyar, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan*, …, 276.

life problems, ethnic problems, and social reconstruction challenges, because the scope of life problems is so wide.[50] Similar to learner-centered curriculum design, this curriculum design is grounded in a philosophy that emphasizes the importance of human role.[51]

In contrast to problem-centered design, learner-centered design views children as social creatures as well as individual ones, and it emphasizes the importance of each member of the group as a whole. It can be seen that although problem-centered design is prepared before children come at school, learner-centered design is not. In addition, humans collaborate and engage to find solutions to the social issues they encounter in order to enhance the wellbeing of society because humans are inevitably faced with shared difficulties in this life that need to be resolved.[52] Therefore, curriculum designers must be cognizant of the differences in the issues that students confront in order to modify previously designed lessons to better fit the needs of individual students.

4. *Merdeka* Curriculum 2022

In Indonesian education, a new curriculum called *Merdeka* was just put into place. The *Merdeka* curriculum is a diversified intracurricular learning program with superior material organization to provide students more time to explore concepts

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[50] Mohammad Ansyar, *Kurikulum: Hakikat, Fondasi, Desain dan Pengembangan*, …, 282.

[51] Syaifuddin Sabda, *Pengembangan Kurikulum (Tinjauan Teoritis)*, …, 129.

[52] Syaifuddin Sabda, *Pengembangan Kurikulum (Tinjauan Teoritis)*, …, 130.

and hone their skills. With a wide range of instructional resources at their disposal, teachers may tailor the curriculum to each student's interests and needs.

Many Indonesian schools, ranging from elementary to senior high school, have also adopted this curriculum. This curriculum was created using emergency or prototype curricula in order to address how the COVID-19 pandemic has fundamentally altered the learning experience. Teachers need to have greater learning tools than before and be more creative and involved in their teaching if they are to successfully implement this curriculum. This is closely related to the choices teachers make about which textbooks to assign to their students as study aids.

The *Merdeka* curriculum focuses on student learning preparation rather than teaching at the grade level by coordinating instruction with student achievement levels, or "teaching at the right level." The learning objectives in this curriculum are an implementation of Ki Hadjar Dewantara's student-centered philosophy, which focuses on improving students' reading and numeracy abilities in order to guarantee that every student fulfills the necessary learning objectives.

The Republic of Indonesia's Ministry of Education and Culture has a policy known as *Merdeka* learning. The *Merdeka* curriculum is designed to help students develop their critical thinking skills. The teacher is the key player in thinking freedom; if the instructor lacks independence in their teaching, then students will not be able to think for themselves.[53]

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[53] Khoirurrijal, Fadriati, et al, *Pengembangan Kurikulum Merdeka*, (Malang: CV. Literasi Nusantara Abadi: 2022), 15.

The government also sets goals for teachers in areas like administration, accreditation, and other areas. Naturally, when conditions like this persist, students' ability to learn flexibly is hindered because their primary concern is their grades. Because each student is unique in how they process the information that teachers impart, *Merdeka* learning allows pupils to reach their full potential in accordance with their interests and talents. Students can develop imaginative and enjoyable attitudes by exploring their interests and talents through *Merdeka* learning. One of the grievances against the school system that this curriculum addresses is the fact that grades were previously only determined by the pupils' level of knowledge. In addition, *Merdeka* learning helps teachers become more self-reliant thinkers, which encourages pupils to do the same.[54]

Nadiem Anwar Makarim, the Minister of Education and Culture of the Republic of Indonesia, created the *Merdeka* learning curriculum as part of a new policy initiative. Nadiem asserts that teachers must introduce the *Merdeka* learning curriculum before instructing students in it. Without a translation process from the current core competencies and curriculum, learning will never happen in teacher competency at any level.

There are various ways to derive Nadiem's *Merdeka* learning principle. First off, this curriculum idea addresses issues that instructors encounter in their day-to-day work as educators. Secondly, instructors have less work to complete in their line of work since they are free to evaluate students' progress using a

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[54] Khoirurrijal, Fadriati, et al, *Pengembangan Kurikulum Merdeka*, …, 15-16.

variety of tools, are not subject to onerous bureaucracy, and are not subject to political pressure or coercion.

Thirdly, it provides insight into the challenges teachers encounter when completing assignments for school. Beginning with brand-new student challenges, teacher administration in preparation for instructing, the educational process, and evaluation concerns like the USBN-UN. Fourth, it's critical to create a more comfortable learning environment both inside and outside of the classroom since teachers play a key role in educating the next generation of leaders in the country. In addition to helping students learn more comfortably—for example, by facilitating more discussion with the teacher—a pleasant learning environment also helps students develop into brave, self-reliant, astute social beings who don't only depend on a system of grades.

In order to facilitate this endeavor, the curriculum established by the *Merdeka* learning policy will be competency-based, adaptable, character- and soft-skills-focused, and sensitive to global circumstances. In this instance, character development might help students meet the curriculum's learning objectives. This endeavor combines cognitive skills (thoughts), social-emotional intelligence (feelings), and a disposition or affective willingness to learn, behave, and take action in order to effect change. The following guiding principles govern the curriculum design process in order to create a curriculum that aligns with both the national education goals and the educational vision of the country's founders:

a. Easy to use, comprehend and simplify.

b. Pay attention to each student's aptitude and moral qualities.

c. Flexible.

d. Conformable.

e. Cooperate.

f. Pay attention to study findings and feedback.

5. **The *Merdeka* Curriculum Structure**

According to Regulation No. 13 of 2022 of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, the *Merdeka* curriculum is structured into two primary learning activities, which are as follows:

a. Regular learning or intracurricular activities.

The *Merdeka* curriculum is an intracurricular learning program that is varied and has more ideal content to give students ample opportunity to enhance their competencies and explore concepts. This indicates that the *Merdeka* curriculum, as it is called, concentrates on offering necessary information that is thought to be significant enough to be thoroughly examined.[55] This implementation is used at 25% of the total JP per year.[56]

b. Projects related to strengthening the profile of Pancasila.

The project to raise awareness of Pancasila students is being implemented with flexibility in terms of both material and timeliness. Content-wise, the profile project should make

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[55] Anita Jojor and Hotmaulina Sihotang, "Analisis Kuirkulum Merdeka dalam Mengatasi *Learning Loss* di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan), *Jurnal Ilmu Pendidikan*, Vol. 4, No. 4, (2022), 5159.

[56] Khoirurrijal, Fadriati, et al, *Pengembangan Kurikulum Merdeka*, …, 91.

reference to the Pancasila student profile accomplishments based on the student's phase; it need not be connected to academic performance in the subject. This project-based learning can help encourage students to collaborate with colleagues, thus encouraging a level of critical thinking. For this reason, in a curriculum there needs to be a description of the implementation of project-based learning with interesting themes to help educational units explore more widely in accordance with needs and developments that occur.[57]

6. **English in *Merdeka* Curriculum**

One of the most widely used languages in the world today is English, which is utilized in a variety of fields including technology, commerce, science, law, tourism, international relations, and education. Students who study English have the chance to interact with people from diverse cultural backgrounds and around the world. Through these exchanges, students pick up knowledge, a variety of abilities, and human behavior necessary to function in a multicultural environment.

The national curriculum's emphasis on general English instruction aids students in becoming lifelong learners who possess the qualities of the Pancasila Student Profile, which include faith and moral character, independence, critical thinking, creativity, teamwork, and a global perspective. This profile can be designed for general English instruction because the curriculum is flexible and dynamic, allowing students to choose books or other learning activities that best suit their needs.

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[57] Anita Jojor and Hotmaulina Sihotang, "Analisis Kuirkulum Merdeka dalam Mengatasi *Learning Loss* di Masa Pandemi Covid-19, …, 5159.

The *Merdeka* curriculum, which gives schools the opportunity to create their own curricula, particularly for the study of English, has revolutionized the Indonesian educational system. The teacher's ability to develop more original and creative instructional strategies is by far the most notable benefit in this situation. By taking into account each student's particular demands during the teaching and learning process, teachers can modify their approach to fit the learning styles of their pupils. With this freedom, educators can incorporate regional features like folklore or rich cultural traditions into English instruction, making for a more engaging and relevant learning environment. Students become more engaged in the learning process as a result, in addition to the content having greater relevance for them.[58]

The *Merdeka* curriculum, which is used to teach English, permits the utilization of regional resources that are abundant in customs, history, and culture. The teachers now have greater freedom to include regional values into English language instruction, relating language proficiency to students' cultural identities. This broadens their perspective on the rich culture of the country and enhances their comprehension of English.

The seventh-grade junior high school English learning outcomes include the ability for students to interact and communicate in increasingly varied contexts, both formal and informal, using spoken, written, and visual texts in English. As their primary source of information when learning English,

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[58] Achmad Yudi Wahyudin, "Kurikulum Merdeka dalam Pembelajaran Bahasa Inggris: Transformasi Pendidikan di Indonesia", November, 22nd 2023, https://fsip.teknokrat.ac.id/penerapan-pembelajaran-bahasa-inggris-dalam-kurikulum-merdeka/

students can employ a variety of texts, including narratives, descriptions, procedures, special texts (such as brief messages or advertising), and real texts. Students communicate their wants and sentiments in English. When it comes to recognizing indicated information, their inference skills start to show. Their comprehension of spoken texts is still developing. With a more varied vocabulary, they generate written and visual pieces in structured English. When they create written and visual communications in English, they are aware of the target audience and the goal.[59]

Thus, the use of local resources rich in culture, history, and traditional stories in the classroom along with a *Merdeka* curriculum that allows for freedom in constructing the English curriculum has resulted in good developments in Indonesian education. Raising the standard of English education is anticipated to yield a generation more equipped to face global competition.

7. Content Analysis Based on *Merdeka* Curriculum

According to Krippendorff, content analysis is the use of research technique and method that utilize context for making replicable and valid inferences from text.[60] On the other hand, Colorado State University state that is a tool to define and analyze the relation of some words and concept and make inferences of

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[59] Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementrian Pendiidkan Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Pembelajaran Pada Pendiidkan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka, 149.

[60] Klaus Krippendorf, *Content Analysis An Introduction to Its Methodology Second Edition*, (California: SAGE Publication, 2004), 18.

the meaning within texts, the writer, the audience, etc. which is part of this area. The texts can be specified as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversation, advertising, theatre, informal conversations, or any occurrence of communicative language.[61] As a method, content analysis calls for certain steps. It can be learned and separated from the researcher's individual authority. As a method of research, content analysis offers fresh perspectives, deepens one's comprehension of a certain phenomenon, or guides actionable decisions. An additional scientific tool is content analysis. Based on the explanation above, we can conclude that content analysis is a scientific tool to analyze the concept of the whole or specified text that can be replicable and valid inferences from the text.

Moreover, content analysis is the systematic analysis of reading the body of texts, images, and symbolic matter. The items that can be analyzed in the content analysis divided into five types, which are:

a. Written texts – documents, books, papers, newspapers, etc.

b. Oral texts – sound, speeches, audio messages, lectures, etc.

c. Iconic texts – graphs, paintings, posters, drawings, etc.

d. Audio-visual texts – films, MMS, videos, etc.

e. Hypertexts – texts from the internet.

According to the various types of content analysis above, this study uses the written text of the book, which means that this study analyzes the content of the material from the English

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[61] Busch, Carol, Paul S. De Maret, et al., "Content Analysis". *Writing@CSU Colorado State University*, (2005), 2.

textbook "English for Nusantara" grade VII. The textbook is generally analyzed based on the regulations of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 25 of 2022 concerning the assessment of educational books, No. 22 of 2022 concerning book quality standards, process standards and rules for obtaining manuscripts, as well as process standards and rules for book publishing, and Regulation Head Of Educational Standards, Curriculum And Assessment Agency Ministry Of Education, Culture, Research And Technology No. 039/H/P/2022 about Education Book Assessment Guidelines.

Table 2. 2 Aspects of textbook analysis and their descriptions

Aspects analyzed	Description
Content of material standard	Material standards are standards for fulfilling textbook content requirements, this includes not conflicting with the values of Pancasila; not discriminatory based on ethnicity, religion, race, and/or between groups; does not contain pornographic elements; does not contain elements of violence; and does not contain hate

	speech. As well as suitability standards for textbook content, this includes truth from a scientific perspective; conformity with applicable national education standards and curriculum; conformity with developments in science and technology; suitability to context and environment; and unity between parts of the book's contents.
Presentation standard	In this case, presentation standards include aspects of the appropriateness of presenting the contents of the book according to the level of development of students; and the feasibility of using appropriate and communicative language according to the level of language mastery of students.
Design standard	In this case, design standards include standard aspects of

	the use of illustrations; content page design standards; and book cover page design standards.
Graphic standard	In this case, graphic standards include aspects of print quality standards for printed books; and quality standards for electronic display results for electronic books. Print quality standards include format quality; print quality; binding quality; and clean comb/cut quality. Meanwhile, the quality of electronic display results for e-books includes readability on various devices and platforms; availability in relatively light file sizes; and ease of distribution to users.

Meanwhile, textbooks are one of the supports of the success of a curriculum. Textbooks are representations and interpretations that strongly influence the curriculum to be taught. The textbooks used have a huge influence on the curriculum that is being or has

been implemented. So when curriculum makers also create textbooks, this influence will be felt by all parties involved in education, whether teachers, students or schools.