

ANALYSING TEXTBOOKS WRITTEN BASED ON CURRICULUM 2006 AND CURRICULUM 2013

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Abstract: Education is part of human life. It is given to individuals differently according to where the educational activities occur. In order to maintain the consistency of education in specific areas, there is a need for a curriculum to define how the materials and learning standards must be taught and achieved in educational institutes based on the customs of every area across the world. One curriculum implementation method is textbooks. They are tools where curriculum materials and standards are implemented to support teaching and learning activities. Textbooks always need help with the contents related to the implemented curriculum. There is a need for evaluation to assess the effectiveness and efficiency of textbooks. This study examines the existing implemented curriculum with the textbook contents. Two textbooks, "Bahasa Inggris" based on the Indonesian 2013 curriculum and "Developing English Competences" based on the Indonesian KTSP 2006 curriculum, are used for assessment and evaluation. The qualitative method called document analysis implements McGrath's theory to evaluate textbooks. The findings are the difference and validity between the textbooks contents and both the curriculum of 2013 and 2006 (KTSP). Both are considered suitable, but with some difficulties in teaching and learning activities at certain degrees.

Keywords: textbook, KTSP 2006, curriculum 2013

INTRODUCTION

The educational system continuously evolves to adapt to changing societal needs and educational paradigms. In this context, the Indonesian education system transformed significantly from the Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 curriculum to the KTSP 2013 curriculum. This transition substantially changed the educational philosophy, goals, and content. A crucial aspect of this shift lies in the textbooks that serve as essential academic resources. Analyzing the textbooks written based on the KTSP 2006 and 2013 curricula presents an opportunity to understand how these changes influenced teaching and learning.

A textbook is the most important media in the teaching and learning process as a source and guideline for both students and teachers. According to Surtikanti(2020), textbook is the most common teaching and learning medium, and it can determine whether or not the teaching-learning process is successful. An instructor requires materials from various instructional resources, such as textbooks, the internet, and the mass media, to meet the teaching and learning objectives. The textbook is one of the most typical instructional resources that the teacher uses. A good textbook may determine the success of teaching and learning process. It is because the textbook serves as a basis for classroom learning and a guide for teachers to ensure that teaching-learning activities run smoothly, effectively, and efficiently, as well as for students to ensure that they can participate fully in teaching-learning activities.

Textbook evaluation is very important when there is a phenomenon that the textbook consists of inappropriate contents. There are several textbook issues from various publishers, including inappropriate

content (Susiati & Mufidati, 2020). Many textbooks in Indonesia have recently become debatable. They bring up themes like pornography, LGBT problems, and divorce, which have recently received much attention in the mainstream media. It raises concern in society, particularly among parents. Unfortunately, teachers are occasionally aware of such elements in a textbook while teaching. As a result, a textbook should be appropriate for the curriculum and address the needs of the students. The government issued standardized textbooks to combat and control textbook distribution (Susanto, 2014).

A curriculum is a set of plans and rules related to the goals, content, teaching materials, and methods used to implement instructional activities to achieve specific educational purposes, according to the Indonesian Institution of National Education Standards (2006). Its specific goals include national education based on potential local needs, education units, and learners. Besides, there have been several curricula changes in Indonesia since 1947; the least was the change of Curriculum 2006, known as KTSP, into Curriculum 2013 (Theodora, Berta Dian, Haryanto, & Marti'ah, 2017). Besides, the curriculum currently applied in Indonesia is Curriculum13, known asK-13. The later is an adaptation of the former one, that is, KTSP.

The KTSP 2006 curriculum was designed to provide a more flexible and localized approach to education. It aimed to empower schools and teachers to tailor their instructional methods to the unique needs of their students and communities. This curriculum emphasized subject-specific knowledge and traditional pedagogical methods. However, concerns arose about inconsistent quality and content across different schools and the potential lack of focus on essential skills like critical thinking, creativity, and problem-solving. Meanwhile, curriculum K-13 marked a significant shift towards a competency-based approach. It aimed to foster holistic development by integrating 21st-century skills into the curriculum. This approach sought to prepare students for the challenges of a rapidly changing global landscape by emphasizing critical thinking, communication, collaboration, and adaptability. The curriculum was designed to be more standardized across schools while maintaining flexibility to adapt to local contexts. With this shift, textbooks were expected to align with the new educational goals, reflecting changes in content, pedagogical strategies, and assessment method

The use of criteria of an English textbook is crucial to improve the quality of teaching. The criteria for evaluating an EFL textbook include layout, design, language level, and methodological aspects (Ayu & Indrawati, 2019). However, the factors linked to the physical attributes of textbooks, such as layout, design, size, and visuals, should be included in the evaluation checklists. Other essential factors to consider are assessing textbook technique, material availability based on the curriculum, language skills, themes, language appropriateness, and cultural element. Thus, textbook assessors need to establish their priorities and create a checklist by applying some of the above criteria and adding others depending on personal preferences.

Previously, there were researcher who conducted research about analyzing the textbook. The research conducted by Cespedes and Navaro (2022), their study was analyzed the mathematics lesson textbook; the results of their investigation showed that the design needs to be improved in terms of time dedication, as well as attention to the necessary didactics-mathematical background knowledge on

proportionality to achieve better results. Another research reported by Sukmawijaya et al. (2020) showed that their study's findings indicated a good integration of HOTS into linguistic skills. Additionally, the exercises in the required English textbook that require higher-order thinking skills are pertinent to the 2013 curriculum. Moreover, the other research was conducted by Laila and Fitriyah (2022), the result of their research showed that Remember (C1) dominated the reading comprehension problems in the textbook. It indicates that this textbook prioritized LOTS above HOTS. Even though the present curriculum aims to promote students' higher level of thinking, the reading comprehension questions in this textbook did not require the students to use their analytical and critical thinking based on their ideas.

Based on three previous studies, the above research analyzed the textbooks related to design and the contents such as analysing the HOTS. In this research, despite the profound shift in educational philosophy and goals between the KTSP 2006 and 2013 curricula, a dearth of comprehensive research examines how textbooks responded to these changes. Understanding how textbooks evolved in response to these curricular transitions is crucial for evaluating the effectiveness of the educational materials in supporting the intended learning outcomes. This research gap underscores the need to analyze and compare textbooks from both periods to illuminate how they aligned with the respective curricula. Especially this research analyzed the practical consideration, support for teaching and learning, context relevance, and attractiveness. In this research, the researcher employed document analysis to determine the usefulness and efficiency of the "Developing English Competencies" and "Bahasa Inggris" textbooks and their differences. Document analysis can provide some hypotheses for further research and serve as a reference for comparing the two textbooks.

This research holds significance in multiple domains. It contributes to understanding how textbooks responded to curriculum philosophy and goals shifts. Findings from this study can inform curriculum developers, textbook authors, and educators about the alignment between curriculum changes and educational resources. Ultimately, this research aims to provide insights that can guide improving teaching and learning practices in Indonesia's education system. In conclusion, analyzing and comparing textbooks based on the KTSP 2006 and 2013 curricula offers valuable insights into the dynamics between curriculum changes and educational resources. By examining content alignment, pedagogical approaches, skill integration, and student engagement, this research can illuminate the effectiveness of textbooks in supporting the intended learning outcomes of both textbooks.

METHOD

The present study was a descriptive research. The data were gathered from two EFL textbooks; they were "Bahasa Inggris" based on K-13 and "Developing English Competencies" based on the KTSP for the IX Grade. A checklist was prepared to compare the two textbooks. The four strengths of the checklist technique are that it is explicit, convenient, cost-effective, and methodical. Both were evaluated, compared, and explained using McGrath's (2005) criteria for a successful textbook. They were practical consideration, support for teaching and learning, context relevance, and attractiveness.

FINDINGS AND DISCUSSION

1. FINDINGS

A good textbook needs to include practical consideration, support for teaching and learning, context relevance, and potential appeal to learners; the researchers discussed the results of both textbooks in the findings section (McGrath, 2005). Based on the criteria of McGrath, the first textbook, "Developing English Competencies" met two of four criteria being a good textbook, namely, practical consideration and context relevance; it did not meet the other two criteria, that is, support teaching and learning activities, and attractiveness. Conversely, the second textbook, "Bahasa Inggris" met the criteria for a good textbook for teachers and students by fulfilling all the criteria, that is, practical consideration, support teaching and learning activities, context relevance, and attractiveness. The result of the evaluation can be seen in Table 1.

The first criterion is a practical consideration which is **accessible** to all learners to the materials included. The second criterion is "context relevance" because this textbook is still relevant to **daily practices**, and the **learning topics** are easy for the learners to understand.

The second textbook, "Bahasa Inggris," was written under Curriculum 2013, and it fulfilled all the criteria as a good textbook. First, in practical consideration, it covers all the aspects of **accessibility** and **support availability**. Second, to support teaching and learning criteria, this textbook has clear **learning instructions** in each activity to make the learners easy to understand the materials. Besides that, the **guidelines** for the teacher are clear to make support materials for teachers suggesting methods and techniques for better teaching-learning process in the classroom. Third, the context relevance in this textbook is still relevant to **daily practice implementation**, and the students will quickly understand the materials. After all, the **learning topics** are interesting for students to learn because the topics cover the students' daily life. Fourth, this textbook fulfilled all the aspects of attractiveness, such as **task variety** enabling students to have various task meaning that they could be exposed to different situations with different problems, forcing the students to get creative in solving the problems; **teaching flexibility** allows the teacher to differentiate, offer feedback, or design evaluations with ease to meet the student's diverse needs and this textbook also **attractive for students** so the students will not feel bored while reading this textbook. The results of the evaluation checklist from the first and second textbooks can be seen in the table below.

Table 1. The Results of Evaluation

Checklist Evaluation	Developing English Competencies textbook based on KTSP	Bahasa Inggris Textbook based on K-13
Practical consideration		
a. Accessibility	√	√
b. Support availability	√	√
Support teaching and learning activities		

a. Learning instruction		√
b. Teacher's guide		√
Context relevance		
a. Daily practice implementation	√	√
b. Learning topic	√	√
Attractiveness		
a. Task variety		√
b. Teaching flexibility (instructor or facilitator)		√
c. Attractive to students		√

"Developing English Competencies" book written under the KTSP Curriculum (2006) was considered practical because it was accessible to all learners and it was easy to learn because the materials completed, for instance, with the teacher's guide. Secondly, each chapter was supplied with the learning objectives. Unfortunately, this textbook did not provide teaching and learning guidelines, except questions and exercises. Thirdly, the materials were contextual to and relevant with daily practices, but they fail to attract the students due to monotonous format, that is, only containing tasks and questions. It prompted the teacher to act as an instructor to guide the learning and teaching activities based on the textbook's learning materials.

The other textbook under Curriculum 2013, "Bahasa Inggris" textbook was considered practical; it was accessible and both online and printed formats. But, the materials were difficult to implement in real-life situations and practices. Secondly, this textbook was supported with a teacher's guidebook, guiding the teachers to determine and choose which materials should be taught in order, how materials should be taught effectively, and what materials are taught in the textbook. The textbook also has instructions and guidelines for the textbook itself, allowing the students to learn the materials independently due to clear instructions and information. Thirdly, the teaching materials is contextualized and thus relevant to daily practices and learning topics. Lastly, the activities within the textbook varied, motivating the students to do the exercises and enjoy the process.

2. DISCUSSION

The present study found that the "Bahasa Inggris" based 2013 curriculum satisfied McGrath's standards being a good textbook and successfully expressed Curriculum 2013,

despite the textbook entitled “Developing English Competencies” based KTSP 2006 only match 2 of 4 criteria as a good textbook.

The practical consideration in terms of accessibility of both textbooks is relatively high due to being able to access without needing any tools or specific requirements toward the materials. Both are available offline or in printed material to be read and used for teaching and learning, but with the addition of "Bahasa Inggris" based on the 2013 curriculum being available online with some supporting tools or media, which is a teacher's guide. Materials are open to the public for individual learning without limit to knowledge development. Materials can be implemented for individual learning and are open to being developed for particular learning necessities by every individual.

The characteristic of KTSP 2006, which is more limited to the individual implementation of learning and teaching activities, is reflected in the "Developing English Competencies" textbook, as the textbook contains mostly tasks and questions with only learning objectives written for the chapter. This kind of trait has teachers guide the materials for teaching and learning activities where each teacher has their own opinion in bringing materials. Essentially, to help teachers with technique and provide additional ideas, a textbook should include an accompanying teachers' guide (Hanifa, 2018). However, the second textbook's instructions are very clear and easy to follow. It gives the comprehension that students are exposed to only theories and practices being guided and led by the teacher's teaching and guidance. Akhmad, Saleh, Pakaya (2022) mentioned that while utilizing textbooks the directions should be simple and easy to understand. It contrasts Curriculum 2013, which is more flexible in the learning materials. The Bahasa Inggris textbook based on the 2013 curriculum shows that students can make their learning through the availability of more straightforward instructions and learning goals, in which students can implement the knowledge in the textbook without requesting many teacher's guides. The design of content and materials within the textbooks 2013-based textbook is more creative with flexible or non-monotone activities with some instructions, which makes it interesting for students. Fadillah and Mufidah (2021), the textbook enhances the creativity and appeal of teachers. However, due to the difficulty of 2013 based textbook, the teacher serves as a facilitator to facilitate the learning materials. While the KTSP 2006-based textbook may have more accessible materials to learn due to being based on the predecessor of the 2013 curriculum, but requires the teacher's guidance to understand how to implement the materials or knowledge gained from the textbook in real-life practices.

CONCLUSION

Based on the findings and discussion, the Developing English Competencies and Bahasa Inggris textbooks are considered as suitable for learning according to the corresponding implemented curriculums. There are also gaps in both textbooks such as the textbook entitled “Developing English Competencies” based on KTSP 2006 lacks explanations. Besides that, the textbook entitled “Bahasa Inggris” based on the 2013 curriculum. is considered as good and it can encourage students’ participation effectively during the English lesson. Makes the textbook lacks explanations in the “Developing English Competencies” book makes it inefficient due to the need for more teacher and student interactions, which wastes more time. From this, the” Bahasa Inggris” book based on the 2013 curriculum is considered more efficient for teaching and learning activities, but the KTSP book is more teacher-oriented whilst the 2013 curriculum-based textbook is more student-centered.

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