

# Feasibility Analysis of State High School Economics Textbooks in North Hulu Sungai District, South Kalimantan

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## ABSTRACT

Education is one of the efforts to advance the nation. Therefore, it is necessary to improve the quality of education, one of which is by improving the quality of the textbooks used in schools. Textbooks are a mandatory reference as regulated in Article 1 paragraph (3) of the Regulation of the Minister of National Education Number 2 of 2008. Experts and educators have long paid attention to the quality of textbooks. Economic textbooks as part of science and social studies subjects have received a lot of criticism both for their content and structure. Economic textbooks are considered to have a lack of accurate information. According to the National Education Standards Agency (BNSP) there are 4 aspects of eligibility for textbooks, namely content feasibility, language eligibility, presentation feasibility and graphic feasibility. The purpose of this study was to analyze the feasibility of textbooks for economics lessons at State Senior High Schools in North Hulu Sungai Regency, South Kalimantan. The research method content analysis. This study used primary data sources and secondary data sources. The data collection technique used in this study is the documentation technique. Meanwhile, the analysis of the data used in

this study was descriptive quantitative. The results found that in terms of content feasibility, Class XII State High School Economics Textbooks published by CP were categorized as quite feasible with a percentage of 58.9%. In terms of feasibility of presentation, the Class XII State High School Economics Textbook published by CP is categorized as quite feasible with a percentage of 57.5%. In terms of language feasibility, Class XII State High School Economics Textbooks published by CP are categorized as very feasible with a percentage of 87.3%. In terms of graphic feasibility, the Class XII State High School Economics Textbook published by CP is categorized as very decent with a percentage of 92.0%.

**Keywords:** Education, Quality, Textbooks, Economics, Feasibility.

## INTRODUCTION

Education is one of the efforts to advance the nation. Education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself (Achyadiana, 2016). Realizing the importance of the process of improving the quality of human resources,

the government together with the private sector have and continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of curricula and evaluation systems, improvements in educational facilities, development and procurement of teaching materials, training and improving lecturer qualifications, and improving the quality of college management (Nasir, 2021).

Indonesian education has undergone significant reforms in recent years, with the government's focus on improving the quality of education provided to students (Nugraha & Hambali, 2023). One of the important elements of this improvement is the quality of textbooks used in schools. While progress has been made in this area, there are still challenges to be overcome.

One of the important components in determining the effectiveness and efficiency of learning is the textbook. Puskurbuk (2012) explained that textbooks facilitate the independence of learners in learning, both in substance and in manner. Through the textbook, learners can think and behave constructively, being able to make observations or work on the exercises instructed in the textbook independently without the help of the educator. The textbook becomes the main reference in the learning carried out in the classroom. According to the regulation of the Minister of National Education No. 2 of 2008 article 1 Paragraph 3 which explains that textbooks are mandatory references for use in schools and contain learning materials in order to improve faith, devotion, character and mastery of Science and technology that have been adapted to national education standards.

Seeing the important role of textbooks, the preparation of textbooks must be in accordance with the applicable curriculum. According to Mulyasa, (2011) learning resources are selected and determined based on competency standards and basic competencies, competence indicators, as well as subject matter and learning

activities. Meanwhile, according to Muslich, (2010) the determination of learning resources is based on competency standards and basic competencies as well as subject matter, learning activities, and indicators of competence achievement.

The quality of textbooks is very important for any educational system, as textbooks serve as an important learning tool for students. In Indonesia, textbooks are provided by the government free of charge to students in public schools. However, the quality of such textbooks has long been of concern to experts and educators. There has been a lot of criticism of the content and structure of textbooks, especially in subjects such as science and social studies including economics lessons (Budawati & Miss, 2016; Haque & Kurniawan, 2021).

Economics is part of the Social Sciences, which in essence is a collection of knowledge, ways of thinking, and research. The purpose of learning economics in teaching and learning activities in high school is in addition to understanding economic concepts, students are also required to be able to use scientific methods based on scientific attitudes to solve the problems they face. From the above High School economics learning objectives, it can be understood that, in teaching economics in high school teachers are asked to develop facts, concepts, and principles related to economics. Economic learning in schools should not be directed solely to prepare students to continue to higher education, but more importantly is to prepare students to (1) be able to solve problems encountered in everyday life by using scientific concepts that they have learned in school, (2) be able to make the right decisions using scientific concepts, and (3) have a scientific attitude in solving problems

One of the main problems with economics textbooks is the lack of accurate information. Many textbooks contain outdated information, especially in the field of Science and technology (Rosidah, 2013). The government has realized this problem and started a reform process to update

textbooks to ensure accurate and up-to-date information. The process includes the establishment of review committees to examine the contents of textbooks, revise their contents, and ensure that they are aligned with the national curriculum (Ulinuha & Widodo, 2016).

The preparation of textbooks must be adjusted to applicable standards so that their quality and feasibility are guaranteed. The standard commonly used to measure the feasibility of a textbook is in accordance with the National Education Standards Agency (BNSP). According to the National Education Standards Agency (BSNP) there are 4 aspects of the feasibility of textbooks, namely, the feasibility of content, language feasibility, feasibility of presentation, and feasibility of graphics. In terms of the feasibility of the content there are three indicators that must be considered, namely the suitability of the description of the material with competency standards and basic competencies contained in the curriculum of the subject in question, the accuracy of the material, and learning support materials. Then for the feasibility of language there are three indicators such as, the suitability of the use of language with the level of development of students, the use of communicative language, and the use of language meets the requirements of fragility and alignment of thought flow. Then for the feasibility of presentation there are three indicators that must be considered, among others, presentation techniques, presentation of learning, and completeness of presentation. And the last feasibility of graphics there are three indicators that must be considered in the textbook, namely, the size of the book, the design of the book cover, and the design of the contents of the book.

The material or study materials written in textbooks are determined by analyzing the competency standards and the basic competence of the subjects refers to the competence of the subjects concerned. The results of the analysis will produce the subject matter of learning that will be

developed in textbooks. The amount of subject matter depends on the basic competencies to be achieved. As a reference in developing the subject matter of learning (Sitepu, 2012).

The content in textbooks should be adapted to the curriculum in force at this time. Because textbooks are one of the important learning resources for teachers and students. But whether the lesson textbooks used are in accordance with the applicable curriculum objectives because now there are relatively many circulating textbooks which are textbooks for teachers and students. With so many publishers and authors of textbooks in high school so that the school must be smart in choosing textbooks used.

Teachers and students in the learning process more often use textbooks as a learning resource than other means. Therefore, teachers and students are required to be more careful in taking and choosing quality textbooks and in accordance with the curriculum. But currently still circulating textbooks in the front cover there is writing in accordance with the curriculum 2013 but not necessarily the contents of the textbook in accordance with bsnp standards.

Based on pre-research observations, there are 6 public high schools in Hulu Utara regency. There are 3 economics textbooks used for Class XII which are often used by public high schools in Hulu Sungai Utara regency. For SMAN 1 Amuntai, SMAN 2 Amuntai and SMAN 1 Sungai Pandan use textbooks published by CP, for SMAN 1 Amuntai Utara use textbooks published by Intan Pariwara, while for SMAN 1 Danau Panggang use books published by PT Wangsa Jatra Lestari.

Research related to the feasibility of textbooks which is the topic of this study is an important material to be researched because it is still needed a lot of studies on the quality of textbooks. Research conducted by Solikha and Fitrayati (2021), which examines the contents of high school economics books, shows that in Indonesia, there are still many books that contain

inaccurate information, especially on aspects of the content that are in accordance with the demands of the curriculum. In fact, textbooks also play an important role in the student's learning experience. According to Sugiarti (2015), the learning experience is an independent and sustainable learning goal so that learning becomes more meaningful.

A quality textbook is an effective learning resource to be used to help learners achieve the targeted capabilities of the curriculum. A study conducted by Van Den Ham & Heinze (2018) showed that textbooks chosen by teachers as the main source of learning in the classroom are significantly related to student achievement. This is also in line with research conducted by Hadar (2017) that students will show better learning performance if the textbooks they read are able to help them achieve a comprehensive understanding of a topic.

In a scientific paper, gap and novelty are the main elements that must be considered by researchers. A study exists and is written to overcome the Gap (gap) knowledge (Dwivedi et al., 2022). The existence of a research gap in research shows the importance of such research to be done (Hallsworth et al., 2023). In this study, researchers found a research gap from the results of previous literature reviews on similar topics. Research related to the quality of textbooks in education in Indonesia and its relation to student learning has been carried out, such as research conducted by Sugiarti (2015), Van Den Ham & Heinze (2018), and Hadar (2017) described above. Then the topic of research on the feasibility of books has also been widely studied, such as research conducted by Ramadhan & Martinez (2022), Manurung et al (2021), Jatmika (2014) and Apriliana (2018). However, there is still a gap that needs to be filled in the study, most research on the study of economics textbooks is still not much done. So far, research on the topic of Economic Education has focused on the development of digital teaching materials such as

research conducted by Yulaika et al (2020), Widiyanti et al (2021), Choirudin et al (2021) and Haque & Kurniawan (2021). While research that focuses on testing the feasibility of textbooks used in schools on economic subjects is still relatively small, whereas the role of textbooks in economic learning is very crucial and can determine the success of learning.

On the other hand, novelty is the element of novelty or finding of a study. Research is said to be good if it finds elements of new findings so that it has a contribution both to science and to life (Kocatepe et al., 2021). Novelty refers to a new, original, or innovative element in research that has not existed before. Novelty is related to new contributions brought about by research, whether through novel approaches, innovative methods, or the use of previously unexplored data or context (Kraus et al., 2022). Novelty indicates that the research produces something original or provides a new point of view within the existing research domain. The novelty in this study lies in the combination of a feasibility analysis approach with a focus on the local context, which can provide new understanding and useful recommendations in improving the quality of teaching and use of economics textbooks in public high schools in Hulu Sungai Utara regency, South Kalimantan. This study can fill the gap in the previous research that has been mentioned earlier by bringing novelty in the form of new understanding related to keyalakan books in the Hulu Sungai Utara regency of South Kalimantan where research with this focus has never been done.

Many schools face some problems related to the selection and use of textbooks, which can negatively affect the learning process of students. First, the selection of textbooks is done carelessly without going through adequate review. Teachers and schools tend not to do a review of the book before it is used in learning. This has the potential to cause incompatibility between textbooks and the curriculum and learning in schools.



Secondly, teachers often rely too much on the material contained in textbooks, without looking for additional references to knowledge from other sources. Over-reliance on reference books can hinder creativity and innovation in teaching, as well as ignoring the potential for broader knowledge beyond textbooks. Third, the diversity of publishers and authors of textbooks is also a problem that needs to be considered. In different textbooks, the style of language and presentation of the material may vary, so students may have difficulty understanding the material being taught. Lack of consistency in language style and presentation can hinder student understanding and interfere with consistency in the learning process.

Fourth, the accuracy of learning materials in textbooks is also an important concern. Sometimes, there are errors or vagueness in the explanations or illustrations contained in textbooks. This can lead to confusion and misunderstanding of the material students are taught. Fifth, the popularity factor of publishers is often the main determinant in the selection of textbooks in schools. Textbook selection decisions based solely on the popularity of the publisher may overlook aspects of the quality and suitability of the textbook to the needs of learning in schools.

## LITERATURE REVIEW

### Contextual Learning

Contextual learning is a learning concept that helps teachers associate the material they teach with real-world situations of learners and encourages learners to make connections between the knowledge they have and its application in their daily lives (Taniredja, 2015).

### Teaching Materials

The subject textbook is a form of learning resource that serves as an auxiliary medium for the learning process to take place properly. Learning resources can consist of various forms ranging from textbooks/textbooks, print media, electronic books and

other learning resources that in principle can help students to be active in learning. The role of textbooks in the importance of education is enormous, because children can not only produce memories as there are in the form of oral delivery, but by reading these textbooks require skills, draw their own conclusions from the facts studied, compare, and critically assess the content.

### The Quality Of Textbooks As Teaching Materials

For a student one of the indispensable books is a textbook or textbook. Textbooks serve as a support for learning activities in certain subjects (Frey & Matthes, 2018). The better the quality of a book, the more perfect the learning in the subjects that the book supports. According to Grenee and Petty in Tarigan (2009: 20-21), a quality textbook has ten categories when examined in more depth the criteria proposed by Grenee and Petty above can be identified ten items that are used as a benchmark in determining the quality of textbooks. These items include interest, motivation, illustration, linguistics, integrated, revitalizing, activity, clarity of concept, point of view, value consolidation and respect for personal differences.

### Textbook Eligibility Standards According to BSNP

A good textbook is able to attract students to study it while the correct textbook is a book that does not cause false perceptions and can be accounted for according to scientific rules. National Standards Agency for Education and Book Center (2014), requires each textbook to meet certain standards set in accordance with the needs, demands of the curriculum, and the development of Science and technology. The standard in question is the minimum requirements, characteristics and competencies that a book must have. The standard covers four aspects of textbook eligibility, namely aspects of content / material, presentation, language, and graphics.

## **Eligibility Standards For Textbook**

### **Content**

The feasibility of the content / material of the textbook is about the appropriateness of the material or content of the textbook to be used in learning. According to BSNP and Pusat Perbukuan (2014), the feasibility of the material/content of the textbook is assessed from the suitability of the material with core competencies (KI) and basic competencies (KD) in the curriculum, the accuracy of the material, and the suitability of learning support materials. Each sub-aspect of the feasibility of the content / material has component items with their respective indicators.

## **Eligibility Standards For Textbook**

### **Presentation**

Presentation eligibility standards are about the appropriateness of a textbook in delivering learning materials and other aspects. Astuti, et al (2017) stated that the presentation of textbooks affects the reading interest and readability of textbooks. There are three sub-components that are considered in testing the feasibility of presentation, namely presentation techniques, presentation of learning, and completeness of presentation as determined by BSNP and The Book Center (2014).

## **Textbook Language Eligibility Standards**

Textbook writing should pay attention to linguistic aspects. This is in accordance with the advice of Tarigan (2009); Arifin & Kusrianto (2009); and the Center for Curriculum and books (2012) that the language used in textbooks should be communicative, functional, and aesthetic. Through the use of communicative language, theories and concepts can be well understood. The use of functional language will improve the readability of the textbook. In addition, the use of good, polite, and beautiful language can stimulate learners interested in reading textbooks. Based on the standards that have been compiled BSNP and Pusat Perbukuan (2014), the feasibility of language is assessed based on

the kelugasanlanguage; use of language dialogic and interactive; suitability with the level of intellectual development, social and emotional learners; communicative; and kelogisan and unity of language. It is worth saying if the book contains elements.

## **Eligibility Standards For Textbook**

### **Graphics**

The word graphic is derived from English Graphic which is often identified with printmaking or visual Communication Design. This is in accordance with the explanation Arifin (2009) that the science of graphics is a branch of design science that studies the visual presentation of media (textbooks) by utilizing the visual form or elements (based on images, symbols, illustrations, and text). Supriadi (2000) further explained that the graphicity of textbooks is intended to convey messages (informative), persuasive, even commercial.

## **Hypothesis**

Based on the review of the theory, the hypothesis in this study is as follows.

1. Suitability of the contents in the form of accuracy of concept theory, definition and data of high school economics textbooks according to the guidelines / standards of the National Education Standards Agency (BSNP) and The Independent Learning curriculum
2. Feasibility of presenting high school economics textbooks according to the guidelines / standards of the National Education Standards Agency (BSNP) and The Independent Learning curriculum
3. Eligibility language textbook economics High School according to the guidelines / standards of the National Education Standards Agency (BSNP)
4. Feasibility of the graphic component of the State High School economics textbook according to the guidelines / standards of the National Education Standards Agency (BSNP)

## **MATERIAL AND METHODS**

This study uses a quantitative approach with content analysis. According to Krippendorff (2004:18) "content analysis is a research

technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use". Content analysis is a research technique for generating valid conclusions from a text (or other meaningful material) in the context in which it is used. Content analysis (content analysis) is a research that is in-depth discussion of the contents of a written and printed information in the mass media. The pioneer of content analysis was Harold D. Laswell, who pioneered the technique of symbol coding, that is, systematically recording symbols or messages, was then given an interpretation. Content analysis is one of the main methods of communication science (Eryanto, 2013). According to Burhan Bungin, content analysis is often used in verification analyzes. The workings or logic of this data analysis is actually the same as most quantitative data analysis. Researchers begin their analysis by using certain symbols, classify the data with certain criteria and make predictions with certain analytical techniques (Bungin, 2016). The selection of this method is based on the purpose of research is to describe the feasibility of the contents of the textbook of economics for SMA/MA Class XII CP issue.

The object in this study is a textbook of Economics for SMA / MA Class XII published by the CP publisher will be evaluated based on the guidelines for Book assessment BSNP and Mone Book Center. The location of this study is not specified, because researchers can conduct research anywhere, such as in libraries, homes, classrooms, schools, and other places that allow researchers to conduct research. However, the library is the most ideal place to conduct this research, because in the library researchers can easily access the necessary secondary data needs. The research was conducted in a span of three months, namely during the period April 2023 – June 2023.

The source of research Data according to Arikunto (2013: 172) is the subject from which data can be obtained. This shows that the data source is an important element in the study due to all the results of analysis and discussion obtained from the analysis of the data source. The research data sources

are categorized into two namely primary data sources and secondary data sources which can be explained as follows: 1. Primary Data Sources. Primary Data is data in the form of verbal or words spoken orally, gestures or behaviors performed by subjects who can be trusted, in this case it is the subject of research (informant) with regard to the variables studied (Arikunto, 2013:172). The primary data in this study is a book of Economics for SMA / MA Class XII published by CP publishers. 2. Secondary Data sources, according to Sugiyono (2018: 456) secondary data is data sources that do not directly provide data to data collectors, for example through other people or through documents. In this study the secondary data sources are appropriate books, journals, articles related to the topic of research on the feasibility analysis of the contents of the book. This secondary source is used as a reference source to support the preparation of research writing.

The method of data collection used in this study is the documentation method. Arikunto (2013: 274) explained that the documentation method is a method of collecting data obtained from information from records, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lengger, agenda, and so on. The documentation method is one of the methods of collecting qualitative data by viewing or analyzing the documents created by the subject himself or by others by the subject. Documentation is one way that qualitative researchers can do to get a picture from the point of view of the subject through a written media and other documents written or made directly by the subject concerned (Herdiansyah, 2014: 143). Documentation techniques in this study is done by providing a score of each aspect to be evaluated based on the assessment standards set by BSNP and Mone Book Center. Through documentation techniques, it will be known the percentage score of textbook feasibility aspects that include the feasibility of the content /

material, presentation, language, and graphicity of the textbook.

## RESULTS AND DISCUSSION

### A. Eligibility content / material economics books for high school / MA Class XII CP publisher

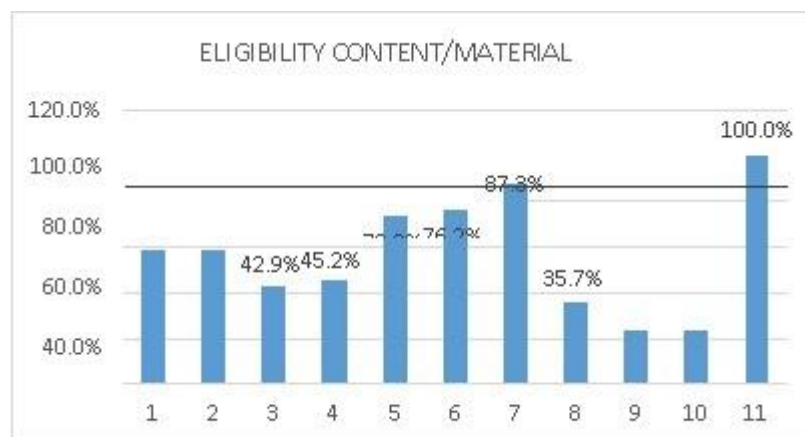
Feasibility analysis of the content / material textbook economics SMA Class XII CP issue focused on three sub-aspects of the suitability of the material with learning outcomes, the accuracy of the material, and the suitability of learning support materials. The percentage of feasibility of the content / material in the textbook of Economics SMA

Negeri Class XII published by CP can be stated as follows:

Percentage of feasibility of the content of the material =  $\frac{668}{1134}$

$$1134 \times 100\% = 58,9\%$$

Based on the percentage, the content/subject matter of SMA Negeri Class XII Economics published by CP is categorized as feasible to support the achievement of Learning Achievement (CP). The percentage of each subcomponent content / material can be described in the following graph 1:



Graph 1 feasibility of the contents/material of economics books for high school / MA Class XII CP publishers

Table 1 feasibility of Economic Book content/material for SMA / MA Class XII CP publisher

No.	Item Components	Sub Total Indicator	Total Chapters	Number Of Indicator Items	%
1.	Completeness of material	98	6	4	58,3%
2.	Material depth	98	6	4	58,3%
3.	Material Accuracy	54	6	3	42,9%
4.	Suitability of examples, features	38	6	2	45,2%
5.	And training.	62	6	2	73,8%
6.	Development of reasoning and proof	64	6	2	76,2%
7.	Linkages between concepts /tables /diagrams/ problems	110	6	3	87,3%
8.	Communication	30	6	2	35,7%
9.	Literacy culture	20	6	2	23,8%
10.	Insight development	10	6	1	23,8%
11.	diversity, nationality, and national integration	84	6	2	100,0%
	Grand Total	668	6	27	58,9%

#### 1) Completeness Of Material

Textbook material is said to be complete if it contains discourse, discourse understanding, linguistic facts, and

applications. Based on the results of the analysis, it is known that in the economics lesson of SMA Negeri Class XII published by CP, there is an introduction contained in



the book in accordance with the learning objectives described at the beginning of the chapter. However, the learning objectives and discourse shown are different from The Learning Achievement (CP) in the Merdeka Belajar curriculum. However, uriana examples contained in this book have supported CP and are equipped with relevant examples and ended with evaluations in the form of independent tasks that can measure the success rate of student learning.

## 2) Material Depth

Based on the analysis, it is known that most of the chapters of economics textbooks for SMA/MA Class XII published by CP have been able to explain the material deeply enough. The explanation presented is good enough but still not enough to be able to help students construct new knowledge. Furthermore, in terms of Cognitive, Affective and psychomotor domains, the existing material can only stimulate the cognitive aspects of students.

## 3) Material Accuracy

Training, tasks, and problems in economics textbooks for SMA/MA Class XII published by CP have been in accordance with the demands of authentic assessment. All chapters have contained questions that measure the mastery of knowledge, namely through oral tests, written tests, and assignments. However, there are still inaccuracies in theory and inaccuracies in the functioning of concept maps that have the potential to hinder the optimization of learning and affect the achievement of learners' competencies. In Chapters 1, 4, 5 and 6, the contents of the discourse are too monotonous and only stimulate students to be able to memorize and lack in terms of applicable examples in accordance with things encountered in students' daily lives.

## 4) suitability of examples, features and exercises

This book has some weaknesses in terms of the suitability of the content with the latest developments in the field of Science and technology (Ipteks). Although the material is presented through discourse, text, images,

and illustrations, this book pays less attention to the current aspects and the latest updates in Science and Technology. This can reduce the relevance and feasibility of the book for readers looking for up-to-date information. However, the book adequately reflects the events and happenings that exist in Indonesia, showing that the local context is well appointed.

## 5) development of reasoning and proof

The material in the textbook of Economics SMA Negeri Class XII published by CP is presented in a coherent and non-overlapping manner. This indicates that the author managed to organize the content of the book well, so that readers can follow the material in a structured and systematic manner. Textbook economics SMA Class XII published by CP also presents problems with varying levels, providing challenges in accordance with the ability of readers. In addition, the questions contained in the book are not repeated excessively so that the reader does not feel bored or limited in developing reasoning and proof abilities. The level of feasibility of the item "development of reasoning and evidence" has been assessed in accordance with The Independent Learning curriculum, meaning that this book has met the requirements set by the curriculum. The Independent Learning curriculum emphasizes the importance of developing reasoning, problem solving, and proof skills in learning. Because this book successfully presents material that is coherent, does not overlap, and contains questions with varying levels that are not repeated excessively, the book supports the principles and goals of The Independent Learning curriculum.

## 6) linkages between concepts/tables/diagrams/problems

In terms of the relationship between concepts/tables/diagrams and problems, there are two main points that are highlighted, namely how the concepts presented are related to each other in the form of example problems, descriptions, and practice questions. In this case, the economics textbook of SMA Negeri Class

XII published by CP is less able to accommodate these indicators because not every sub-section contains examples and practice questions. There are subsections that are not accompanied by examples and practice questions. However, in the aspect of the relationship between the material in the tables, diagrams, images of examples/problems that explain the application of concepts, economics textbooks SMA Class XII CP publications have met the criteria appropriately.

#### 7) communication

The textbook of Economics Class XII published by CP is able to stimulate students to utilize information sources in the form of films, speech excerpts, advertisements, drama performances, and other audio-visual media. Most of the material has been accompanied by activities that encourage learners to communicate their ideas in writing, both individually and in groups. However, the proportion of oral tasks in groups needs to be added because there are very few of them.

#### 8) literary culture

Good textbooks can stimulate learners to be literate, able to access various sources of information effectively efficiently as well as explore various types of texts in a critical analytical manner. Literacy cultivation in textbooks obtained an average percentage score of 35.7% with the predicate of unfit. Based on the analysis, it is known that the economics textbook of SMA Negeri Class XII published by CP does not emphasize critical literacy and less attention to library and media literacy.

#### 9) development of the vision of diversity, nationality, and national integration

Insight into diversity, nationality, and national integration in high school textbooks is to build a strong national identity and encourage a broader understanding of the diversity of culture, history, traditions, and Customs in Indonesia. Through this understanding, students can develop a sense of pride, solidarity, and a sense of belonging to the country, as well as strengthen the unity and integration of the nation in a

diverse environment. An understanding of cultural diversity, national values, and national integration is important in understanding Indonesia's complex economic dynamics. High school economics textbooks should be able to present case studies, examples, or emphasis on economic aspects related to diversity and nationality, such as regional economic diversity, National Economic Policy, or the influence of local wisdom in accounting practices. It assists students in developing a more comprehensive and contextual perspective in studying economics, as well as encourages them to appreciate the role of National Diversity and integration in sustainable economic development. However, based on the results of the study, the textbook economics SMA Class XII published by CP less able to encourage insight into the diversity of students because of the lack of examples konrekt of events in Indonesia.

#### 10) pay attention to the code of ethics of writing and copyright

The code of ethics of authorship is an important thing and cannot be separated from a book. A good book will have a clear and structured reference source. The material (in the form of text, discourse) in the book must be an original work (Original) or if quoting or referring to other sources, the source is mentioned (using the rules of citation in accordance with scientific provisions). However, in the textbook of Economics SMA Class XII published by CP, there is rarely a reference source. In one page there is only one citation that there is a page that without indicating the source of the referral.

#### 11) SARA problem free, pornography/gender bias/region and profession

In terms of SARA problem-free, pornography/gender bias/region and profession, CP's Class XII High School Economics textbook is very good and decent with a perfect score. All the material contained in the book does not cause problems of ethnicity, religion, race, and

Intergroup (SARA) and pornography. The material in the economics textbook of SMA Negeri Class XII published by CP also does not discriminate, bias, discredit male and female sex (gender), region, and profession.

**B. Eligibility presentation of economics books for SMA / MA Class XII CP publisher**

Feasibility analysis of the presentation of the textbook of Economics SMA Negeri Class XII published by CP focused on four sub-aspects, namely presentation techniques, presentation of learning, and completeness of presentation. The percentage of presentation eligibility in the

economics textbook of SMA Negeri Class XII published by CP can be stated as follows:

$$\text{Percentage of presentation eligibility} = \frac{290}{504} \times 100\% = 57.5\%$$

Based on the percentage, the content/subject matter of SMA Negeri Class XII published by CP is categorized as quite feasible to be used to support the achievement of Learning Achievement (CP). The percentage of each subcomponent presentation can be described in the following graph 2:



**Graph 2 feasibility of presenting economics books for SMA / MA Class XII CP publishers**

**Table 2 feasibility of presenting economics books for SMA/MA Class XII CP publishers**

No	Component Item	Sub Total Indicator	Number Of Chapters	Number Of Indicator Items	%
1.	Presentation techniques must be consistent and balanced	56	6	3	44,4%
2.	Learning focuses on the participants.	12	6	2	14,3%
3.	Development of metacognition, imagination, and creativity	12	6	2	14,3%
4.	Thinking learners.	210	6	5	100%
	Grand Total	290	6	12	57,5%

1) the presentation technique must be consistent and balanced  
 A book is said to be quality if it has good presentation techniques. Clear, structured, and engaging presentation techniques can help students understand the material better. The use of simple language, relevant examples, and coherent explanations can help students connect complex concepts into

a more thorough understanding. In this case, there are three indicators that must be met. First, the consistency of the systematic presentation, which consists of the motivation generator, the predecessor in the form of a description of the prerequisite material, and the content of the material in accordance with the CP. Learning achievement in the Independent Learning

curriculum is different from KI and KD in the revised 2013 curriculum. CP in the Independent Learning curriculum emphasizes that students are able to critically and creatively provide problem-solving solutions to various economic problems that occur. However, in fact, the economics textbook of SMA Negeri Class XII published by CP has not been able to meet these criteria. Presentation Systematics emphasizes on student memorization, so that students can memorize the definitions and steps of existing accounting practices, not to train students' thinking skills. In addition, the systematics of the presentation that there is also no part for generating motivation of learners. Second, the breakdown of presentation, successively presented concepts or theories followed by the application of concepts (discourse and training), and ended by Evaluation at the end of the chapter (in the form of daily assessments). In this case, the economics lesson of SMA Negeri Class XII published by CP has been able to accommodate the second indicator. In each chapter and subbab, always dawali with discourse and ending with judgment. However, there are still things that can be improved, namely discourse can be modified better to hone students' critical thinking skills. Third, the balance of the number of pages between subchapters. In this aspect, the number of pages between subsections is unequal and unequal. There are subheadings that consist of only 1 or 2 pages and there are subheadings that consist of 5 to 6 pages. This is because each component between subsections is different. There are subheadings that explain so many points that they take several pages, and there are subheadings that only explain one or two points. Overall, the presentation technique gets a score of 44.4% which indicates that it is not feasible.

## 2) focus on the participants

Learner-centered learning is one of the learning approaches emphasized in the Independent Learning curriculum. This approach places the student as the main

subject in the learning process, where the teacher plays the role of facilitator or companion who helps students in developing their potential and learning independently. The Merdeka Belajar curriculum focuses on recognizing the uniqueness and diversity of students. This approach allows for a learning setup tailored to the individual needs, interests, and abilities of students. That way, each student has the opportunity to develop their potential according to their individual learning pace and style. In the grain of this component, there are two indicators that must be met. First, the presentation of the material puts learners as the subject of scientific activity-oriented learning, inquiry learning, projects, problem-based, differentiated learning. In this case, the economics lesson of SMA Negeri Class XII published by CP is not suitable because it is not oriented to scientific or project-based activities. Second, develop process skills; the presentation of the material is interactive and participatory in the achievement of CP. The economics textbook of SMA Negeri Class XII published by CP also cannot accommodate this second point. The material presented in the book is less interactive and is only one-way communication. Less able to motivate student participation.

## 3) development of metacognition, imagination, and creativity of thinking learners

The development of metacognition, imagination, and creative thinking in the Independent Learning curriculum is very important because it helps students become independent, creative, and critical thinking learners. These skills will provide a strong provision for students in facing the challenges of the future and achieving their full potential as innovative and competitive individuals. In this component item, there are two things that must be met. First, the presentation of the material stimulates creative thinking about what, why, and how to study the material to develop the competence of spiritual attitudes and social



attitudes. The presentation that there is a textbook of Economics SMA Class XII published by CP has not been able to meet this element. Raising motivation for students to be able to think creatively is a complicated thing. This cannot be realized by providing textual material that only contains an explanation and understanding of each component of the sub-section as contained in the economics textbook of SMA Negeri Class XII published by CP. Second, the presentation of the material stimulates imagination and creative thinking through case analysis, and training. The textbook of economics of SMA Negeri Class XII published by CP also cannot meet this criterion because the material and exercises presented are not based on Case Analysis. There is a case analysis, but not all subsections present it. So less can stimulate the creativity and imagination of learners.

4) completeness of the introduction, content and closing part

Item the last component in assessing the presentation of the book is the completeness of the introduction, content and cover. This component item consists of five indicators (1) completeness of the introduction section: contains the preface and table of contents; (2) completeness of the introduction section which contains an introduction to each chapter consisting of learning objectives and concept maps; (3) completeness of the

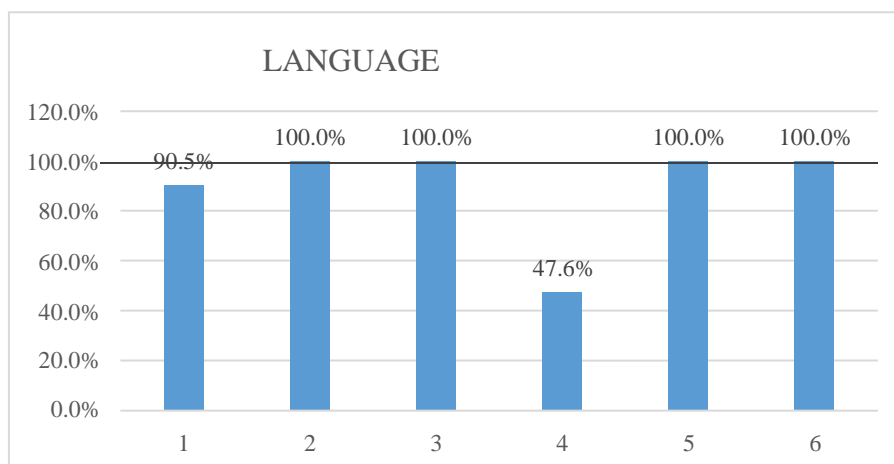
overall content of the material containing CP which includes the components of chapters, subchapters, subchapters with their development; (4) completeness of the evaluation content so that learners are able to apply scientific concepts in accordance with the subject matter; (5) completeness of the closing section: contains a systematic and accurate bibliography.

### C. Economic book language qualification for SMA / MA Class XII CP publisher

Linguistic feasibility analysis textbook economics SMA Class XII CP issue focused on four sub-aspects, namely kelugasan, the use of interactive dialogical language, the suitability of the level of development of students and the breakdown of integration. The percentage of presentation eligibility in the economics textbook of SMA Negeri Class XII published by CP can be stated as follows:

$$\text{Percentage of presentation eligibility} = \frac{330}{378} \times 100\% = 87.3\%.$$

Based on the percentage, the State High School Economics Class XII language published by CP is categorized as very feasible. The percentage of each subcomponent presentation can be described in the following graph 3:



Graph 3 language qualification economics book for SMA / MA Class XII CP publisher

**Table 3 language feasibility of economics books for SMA/MA Class XII CP publishers**

No	Component Item	Sub Total Indicator	Number Of Chapters	Number Of Indicator Items	%
1.	Sentence effectiveness	38	6	1	90,5%
2.	Accuracy of writing words	42	6	1	100,0%
3.	Compatibility of spelling, punctuation and grammar	42	6	1	100,0%
4.	Dialogical language	40	6	2	47,6%
5.	interactive	84	6	2	100,0%
6.	Conformity to the level of social and emotional intellectual development of learners	84	6	2	100,0%
	Grand Total	330	6	9	87,3%

1) the effectiveness of the sentence  
 Assessment of a book based on the effectiveness of its Sentences is an important aspect in evaluating the quality of a book. The effectiveness of sentences in a book greatly affects the reader's understanding and reading experience. Precise and effective sentences help reduce the risk of misinterpretation. Unclear or incorrect delivery of ideas the decapitation of sentences can cause the reader to take on a different meaning than that intended by the author, reducing the quality of the book. This component item has the meaning that the sentences used in the book should be simple and effective.

2) accuracy of writing  
 Assessment of the book based on the accuracy of writing the word becomes important because the use of the right words greatly affect the clarity and accuracy of the message to be conveyed by the author. The use of appropriate wording ensures that economic concepts, important terms, and statistical data are conveyed correctly and according to precise definitions. With high accuracy of information, students can understand economic concepts well and have a solid foundation in studying these subjects.

3) compatibility of spelling, punctuation and grammar  
 The use of correct spelling is essential to ensure that the words used have a clear meaning and do not cause confusion for the reader. Spelling mistakes can change the meaning of words or even produce meaningless words, which can interfere with students' understanding of the subject

matter. Good and correct writing, including the use of proper punctuation, helps to increase the clarity and effectiveness of communication in the book. The use of proper punctuation can help to read fluently and have a regular flow of thought in the text, making it easier for students to follow the information and economic concepts presented. Textbooks must use spelling, punctuation, and writing (in discourse, text, pictures, and illustrations) in accordance and correctly refer to the rules of the Indonesian language.

4) interactive dialogical language  
 Interactive dialogical language strengthens the interaction between the author of the book and the reader, in this case, the student. By presenting material in the form of conversations, discussions, or questions that invite students to actively participate, the book can increase student involvement in the learning process. In books with interactive dialogical language, the characters have conversations or discussions with each other. Students can learn how to convey their ideas more effectively and clearly through the form of dialogue. It helps build communication skills that are useful in everyday life and in social interactions. There are two indicators in this component item, namely First, the language used is two-way to encourage learners to study the chapter/subbab thoroughly. The textbook of economics of SMA Negeri Class XII published by CP is quite capable of accommodating this point because there are several questions that are asked in everyday language so that students feel they are being talked to. But in the second

indicator, the language used is able to stimulate students to question something further and find the answer independently and other information source books, CP Class XII High School economics textbooks published by CP are less able to accommodate this indicator because the existing discourse only makes students try to remember and understand, not to question further or think critically.

5) conformity to the level of social and emotional intellectual development of learners

When textbooks are adapted to the level of intellectual development of students, the material will be presented in a way that is more in line with their ability to perceive and process information. This will increase the effectiveness of learning and help students develop a better understanding of economic concepts. Students will be more receptive and respond positively to textbooks that take into account individual differences and the level of maturity of students. This can reduce resistance to learning and make them more open to absorbing information.

6) the conciseness and coherence of subheadings and paragraphs

By arranging economics textbooks neatly and structurally, students will find it easier to follow the learning flow. The conciseness and cohesion of subheadings and paragraphs

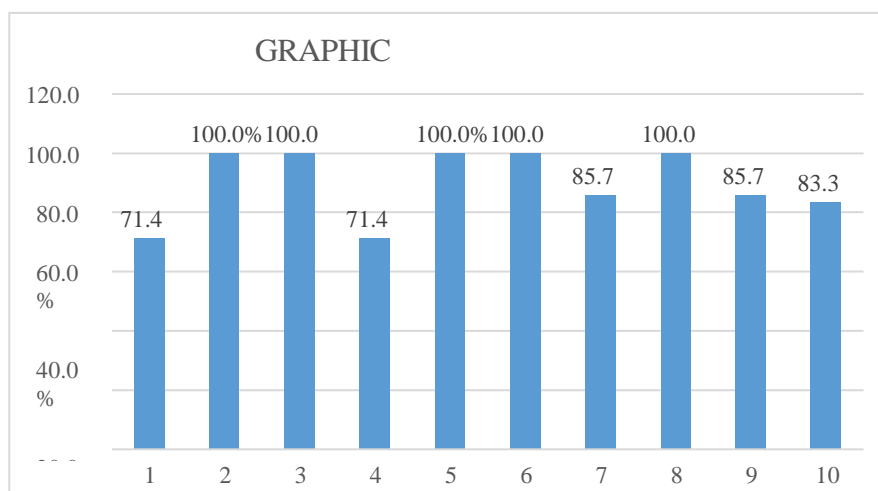
help create continuity and consistency in the presentation of the material, so that students can understand economic concepts more easily and regularly. By carefully planning the order and coherence of subheadings and paragraphs, textbook authors can avoid unnecessary duplication or repetition of information. This saves space and ensures each page of the book contributes to more efficient learning.

#### D. Eligibility of graphic component of economics book for SMA / MA Class XII CP publisher

Feasibility analysis of graphical textbook of Economics SMA Negeri Class XII published by CP focused on three sub-aspects, namely the design of the book cover, the design of the contents of the book and the size of the book. The percentage of presentation eligibility in the economics textbook of SMA Negeri Class XII published by CP can be stated as follows:

$$\begin{aligned} \text{Serving eligibility percentage} &= \frac{959}{1050} \times 100 \% \\ &= 91.3\% \end{aligned}$$

Based on the percentage, the graph of economics of SMA Class XII published by CP is categorized as very feasible. The percentage of each subcomponent presentation can be described in the following graph 4:



Graph 4 feasibility of Economic Book for SMA / MA Class XII CP publisher

**Table 4 feasibility of Economic Book for SMA / MA Class XII CP publisher**

No	Component Item	Sub Total Indicator	Number Of Chapters	Number Of Indicator Items	%
1.	Cover layout	90	6	3	71,4%
2.	Cover Typology	168	6	4	100,0%
3.	Cover illustration	126	6	3	100,0%
4.	Details and color composition	60	6	2	71,4%
5.	cover	168	6	4	100,0%
6.	Book content layout	126	6	3	100,0%
7.	Typography of the book	72	6	2	85,7%
8.	Illustration of the book	42	6	1	100,0%
9.	Letter variations	72	6	2	85,7%
10.	Text arrangement	35	6	1	83,3%
	Grand Total	959	6	25	91,3%

### 1) cover layout

To measure how good the quality of the book if viewed from the quality of the graphics, then what needs to be considered is the design of the book cover, the design of the contents of the book and the size of the book. The first component that needs to be considered is the layout of the book cover. This book cover Layout measures how well the layout looks on the front, back, and back cover whether the section has harmony and unity or not. In this case, the High School Economics Textbook Class XII published by CP is good and meets the criteria. The cover of the book also has a clear center point that is visible on the cover there is a picture of two people who are doing a sale and purchase transaction. Thus, in this layout component, CP textbooks obtain good or decent results.

### 2) Cover Typology

In assessing whether or not the graphics on the cover, the typology of the cover must also be considered. Typology is related to the compatibility of the letters used. The elements contained in the typology of the cover in this case are the size of the letter in the title of the book is more dominant than the subtitle, The author's name and publisher's name, the color of the book title and the contrast background color, the font of the book title in accordance with the designation of the contents of the book, do not use more than two types of letters.

### 3) cover illustration

A good book should also be judged by how well the cover of the book can describe the

content in the book. In addition, the form of illustrations on the cover of the book should also be attractive by displaying concrete objects (clear) not abstract so that it is easy to understand. Illustrations must also be able to describe and reflect the content of the book material.

### 4) details and color composition of the cover

The Detail and color composition of the book cover is to find out how the color level of the image, whether it has sharp and clear details and whether the image on the book cover has an aesthetic color layout. This is because the aesthetics of color can attract students ' interest in reading books so that the composition and color details become important components to observe. In this case, the High School Economics Class XII textbook published by CP has a good and decent cover color composition component.

### 5) book content layout

The book content layout component item assesses how the book has a consistent layout between the front, content and back. This component also assesses whether the print area and margin are proportional to the isis of the book, whether the margin between two adjoining Pages is proportional, and whether the layout is complete in the sense that it has chapter titles, chapter subtitles, page numbers, captions, and sources, as well as white space. Item layout component of the contents of this book has a very high and perfect value of 100%. This shows that the



layout of the contents of the book is appropriate and there is nothing to improve.

#### 6) typography of book content

Item typographic component of the contents of the book assesses how the typeface used in the book, whether the typeface is simple, easy to read, does not use decorative letters. This component also assesses whether the typeface matches the character of the material, age, and educational level of the learners and whether the level or hierarchy of titles is clear, consistent, and proportional. Item typographic component of the contents of this book has a very high value and perfect that is 100%. This shows that the typography of the contents of the book is appropriate and nothing needs to be improved.

#### 7) illustration of the book

Item illustration component of the contents of the book assess the book in terms of harmony, attractiveness and creativity of the overall illustrations in the book as well as to assess the firmness and clarity of the lines reter. The indicator of the firmness and clarity of the lines of the reter gets the maximum score, but the indicator of the harmony, attractiveness and overall creativity of the illustrations in the book is not. This is because black and white books make photos and images in them look less interesting and less creative.

#### 8) letter variations

Item components of letter variations get a maximum average score of 100% so that it is very decent. High School Economics Class XII textbook published by CP uses no more than two types of letters and each type of letter does not have an excessive effect. The use of letter variations (bold, italic, all capital, smallcapital) in High School Economics Class XII textbooks published by CP is used only for certain purposes in distinguishing, emphasizing parts of the text that are considered important. Combinations of letters that are not too much according to Arifin (2009) affect the readability of the text and reduce saturation in reading.

#### 9) arrangement of text

In the item of components of the text array, two indicators are assessed. First, paragraph making (text arrangement) with normal measurements (leading, kerning, and tracking) with a proportional hierarchical arrangement where this indicator gets the maximum value. Second, there is no block (decapitation of words at the end of the line) no more than three lines in a row where this indicator gets a high score but not the maximum score because there is still a decapitation of words at the end of the line.

#### 10) book size

The maximum score of 100% with a very decent predicate is also achieved by the item component of the size of the book. Textbook sizes based on bsnp standards refer to ISO standards, namely A4 (210 x 297 mm), A-5 (148 x 210 mm), B-5 (182 x 257 mm). In

it is, still given a size tolerance between 5-20mm. Scale 1 = (15-20mm), scale 2 = (10-15 mm), and scale 3 (5-10mm). Based on the measurement results, High School Economics Class XII textbook published by CP has a width of 196 mm and a length of 273 mm. Thus, the size of the High School Economics Class XII textbook published by CP is in accordance with the standards set by BSNP and The Book Center.

## CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

Content or material assess the book from several aspects, namely the appropriateness of the description of the material with learning achievement (CP); accuracy of the material; and the suitability of learning support materials. Based on the results of the analysis, in terms of the feasibility of the content or material of the economics textbook SMA Class XII published by CP, the predicate is quite feasible with a value of 58.9%.

Feasibility of presentation assess the book from several aspects, namely presentation techniques; presentation of learning; and completeness of presentation. Based on the results of the analysis, in terms of the

feasibility of Presentation, High School Economics Textbook Class XII published by CP, predicted quite feasible with a value of 57.5%.

The feasibility of assessing the book language from several aspects, namely Kelugasan; the use of interactive dialogic language; suitability of the level of development of learners; and the fragility of integration. Based on the results of the analysis, in terms of linguistic feasibility, economics textbooks SMA Class XII published by CP, predicted to be very feasible with a value of 87.3%.

The feasibility of assessing the book from several aspects, namely the design of the book cover, the design of the contents of the book and the size of the book. Based on the results of the analysis, in terms of the feasibility of graphics, economics textbooks SMA Class XII published by CP, predicted to be very feasible with a value of 91.3%.

## RECOMMENDATIONS

Based on the above conclusions, the researcher formulated the following advice.

1. For the school to review each book used as learning. This is so that the books used remain up-to-date in accordance with the latest Curriculum issued by the Ministry of Education and culture
2. For the government, it should provide clearer guidelines and rules related to textbook eligibility standards. With more well-defined standards, publishers can produce textbooks that are more in line with applicable needs and requirements. In addition, it is also necessary to periodically evaluate the feasibility of textbooks that have been published to ensure that the books in circulation meet the established quality standards. By conducting regular evaluations, it can be improved and improved the quality of textbooks used in the learning process.
3. For future researchers, further research should be conducted to analyze the needs and expectations of the main users of textbooks, namely High School Economics students and teachers. This

research can be done through questionnaires or interviews to get input on what to expect from an economics textbook that better suits their needs.

## Declaration by Authors

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