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Review of Indonesian Language Subject Textbooks in Elementary Schools

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Abstract

The curriculum applicability, content quality, language use, and integration with literacy-based learning of Indonesian language textbooks in primary schools were the main topics of this study, which employed library research methodologies. This study is classified as library research because it is grounded in the literature. Research that gathers information from multiple sources is known as library research. Books are only one type of literature that can be studied; other types include newspapers, periodicals, magazines, and documents. Finding different theories, laws, propositions, principles, opinions, ideas, and other sources that can be utilized to examine and resolve the issues under study is the main goal of library research. According to the findings, there are still serious flaws in some textbooks even though they fulfill curriculum requirements. These include a lack of interactive features, a lack of diversity in reading materials, and a poor integration of contextual and cultural factors. Incorporating project-based activities, personal reflection, visual mapping, and multi-genre readings that are relevant to students' life into textbooks is advised in order to promote active and creative learning. More stimulating, conversational, and cognitively developmentally appropriate language should also be employed. It is anticipated that these suggestions will provide authors and book producers with useful direction when they write instructional materials that are both educational and transforming.

Keywords: *Curriculum Analysis, Indonesian, Literacy*

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INTRODUCTION

Bahasa Indonesia is the official language of Indonesia. Education, communication, culture, and national development all benefit greatly from the use of indonesian. Therefore, extra attention should be given to teaching Bahasa Indonesia in elementary schools so that children can acquire language skills including speaking, writing, listening, and reading as well as develop an awareness of literature and culture. However, there are still many problems in teaching Bahasa Indonesia in elementary schools. These difficulties can make it difficult for elementary school students to learn Bahasa Indonesia, which will lower the overall standard of education.

The goal of education is to increase the competitiveness of the nation so that it can compete in the global market. For this reason, education in schools must focus on improving students' thinking skills, especially critical thinking skills or high-level thinking skills. This means that teachers must teach students to think critically. In elementary education, learning Bahasa Indonesia in schools is expected to help students understand themselves, their culture, and the culture of others, express their thoughts and feelings, participate in the society where the language is used, and use their analytical and imaginative skills.

For pupils learning a language in a controlled corporate setting, the learning environment is essential. Practice is made of the knowledge acquired in this setting. Additionally, the level of pupils' knowledge of the Indonesian language is directly impacted by the amount of time they spend studying. Three factors actively interact to shape human development as an individual, social, and religious being: the student's basic circumstances, the environment (of which education is the most crucial component), and the student's involvement in the interaction process and language as a communication tool. Language proficiency and theoretical understanding are essential for students. Nonetheless, this is taught in an integrated way to elementary school pupils through relevant language learning exercises in a purposeful setting.

Textbooks are one of the key elements that significantly influence the direction and quality of the teaching and learning process in classroom learning. In addition to functioning as a resource for instructors and students, Indonesian language textbooks in elementary schools also help shape students' attitudes and basic reading skills. Therefore, it is important to ensure that the textbooks are in line with the curriculum, contain relevant and contextual information, and foster students' capacity for critical and creative thinking. The purpose of assessing Indonesian language textbooks is to assess how well the textbooks help students develop their potential, comply with literacy standards, and assist in the acquisition of basic skills. This assessment is expected to provide useful criticism for efforts to improve the standards of textbooks and Indonesian language teaching in general.

Reviewing Indonesian language textbooks is important as a form of evaluation of the content, structure, presentation of materials, and learning methodology used. The purpose of this evaluation is to determine the extent to which textbooks help achieve learning objectives, especially in developing elementary school students' language and critical thinking skills. By conducting a thorough and methodical examination, it is hoped that suggestions can be found to improve textbooks and improve the standards of Indonesian language learning. Information from textbooks can be used to study the past, present, and future. As a result, this information broadens the reader's perspective and can be a source of motivation to produce new concepts.

METHOD

This study applies a library research approach to explore aspects, content quality, curriculum suitability, language use, presentation and layout, and challenges in the Review of Indonesian Language Textbooks in Elementary Schools. The library research approach is an approach that uses textual sources, including books, journals, and documents, to collect data and information. This approach uses information from libraries or other reliable sources to investigate a problem. This approach was chosen because this study focuses on the review of various relevant academic references, such as books, scientific journals, research articles, and education policy documents related to Indonesian language textbooks at the elementary level. Through library studies, this study explores various aspects of Indonesian language textbooks at the elementary level, examples of good textbooks, and challenges that affect Indonesian language textbooks in elementary schools. In addition, this study also examines the latest innovations and approaches in Indonesian language textbooks that can be implemented in elementary education environments. By using this method, this study is expected to provide in-depth insight into the application of Indonesian language books in elementary schools, as well as ensuring that the textbooks to be used in class are truly appropriate for use and comply with national standards is the goal of textbook assessment.

RESULTS AND DISCUSSION

Definition of Indonesian Language Subject Textbook Review in Elementary Schools

Indonesian is one of the subjects taught in elementary school to college. Indonesian is one of the sciences that is very important for human survival and the advancement of science and technology. As Indonesian citizens, it is important for us to master and understand Indonesian correctly. Textbooks are a collection of selected written content related to a particular academic subject that is methodically arranged to be understood according to learning objectives (Wulandari et al., 2024).

One of the disciplines that has changed as a result of the Merdeka Belajar curriculum's implementation is Indonesian language instruction, particularly with regard to the choice of significant resources that are taught to students. This is due to the fact that the majority of the Indonesian language content is necessary. Given that Indonesian is utilized as the national language and is one of the traits of the Indonesian people, it is imperative that the topic be taught. Learning Indonesian is essential since language is essential for the growth of students' intellectual, social, and emotional capacities as well as for boosting their chances of succeeding in any academic discipline. According to Article 36 of the 1945 Constitution, Indonesian is the country's official language. This demonstrates how strongly Indonesian is regarded as the national language (Elviya & Sukartiningsih, 2023)

It is hoped that learning Indonesian in schools will enable children to express their ideas and feelings, engage with the community in which the language is used, use their critical thinking and creative skills, and understand their own and other cultures. In order to compete in the global economy, education seeks to improve our competitiveness as a nation. To achieve this, educational instruction must focus on

improving students' critical or advanced thinking skills. This means that educators need to instill critical thinking skills in their students (Zakiyah et al., 2022).

Language is always changing. Both the form and meaning of language are always developing and changing. The language of a community tends to vary from one era to the next because of this progress and change. Language contact with each other is one of the factors that contribute to language development. Language change is also a result of technological and knowledge advances. For example, as social media develops, features such as selfies, uploads, downloads, retweets, status updates, and the like also develop. Language dynamics are shown not only by the emergence of new words but also by changes in meaning. This illustration shows how language is still evolving to meet the demands of communication, changing times, and the dynamics of society. Dynamic language speakers are able to create and accept new terms and modify existing terms to suit the context of their time (Juwita, 2024).

A person uses language as a means of communication in everyday life. According to the great dictionary of the Indonesian language, language is a system of arbitrary sound symbols used by people in a society to communicate, cooperate, and identify themselves with each other. Another definition of language is effective communication or conversation (Agusalim; Suryanti; Madiani, 2022). Indonesian is the official and national language of Indonesia. Indonesian is very important for national development, education, communication, and culture. Therefore, learning Indonesian in elementary schools needs special attention so that students can master language skills such as reading, writing, listening, and speaking, and have an awareness of literature and culture. However, there are still many obstacles in learning Indonesian in elementary schools. These difficulties can make it difficult for elementary school students to learn Indonesian, which will ultimately reduce the overall quality of education (Mala & Ashari Hamzah, 2024). Questions that can stimulate students must be included in Indonesian language textbooks which are the main source of information during the teaching and learning process. As teaching materials, questions must be able to stimulate students' critical thinking. Therefore, educators and educational institutions must pay special attention to textbooks which are the main source of knowledge. However, textbooks that will be used during the learning process receive less attention from most subject teachers. Therefore, an in-depth study of textbook questions that challenge students' high-level thinking skills is needed (Suvina & Ramly, 2021).

Textbooks are books that have been approved for use as learning resources. According to this definition, textbooks should ideally encourage the development of postgraduate level competencies by students and be aligned with the national education curriculum. As a learning resource, textbooks are consulted. As a result, the collection of textbooks has been modified for educational purposes. A good textbook should be easy to read, contain discourse that meets readability requirements, and present material in a way that is easy to understand. Textbooks should also be evaluated from four perspectives: language, presentation, content, and graphics that are aligned with the national curriculum. In addition, to increase students' interest in reading or even make it easier for them to understand the current subject, the resources used for students must have an attractive format and presentation style (Hanifah et al., 2023).

Indonesian language textbooks need careful attention. This is related to the scientific and political functions of the course. Learning resources on how to use language to express the ideas and emotions of Indonesian society critically and creatively should be included in academic Indonesian language courses. In the political field, teaching Indonesian language courses helps the young generation of this country develop a strong sense of patriotism. To prevent issues of accusation, which are usually very vulnerable to rejection, critical and innovative thinking should be included in Indonesian language textbooks.

Relevant curriculum is the basis for developing Indonesian language textbooks. The resources collected and prepared refer to the basic competencies and core competencies that have been set by the curriculum. Achieving national education goals is the goal to be achieved. However, the content created in each textbook does not always have the same weight. The ability to assess the weight of the textbook to be used is a prerequisite for teachers. Every student, regardless of their level and characteristics, needs a textbook. The number of Indonesian language textbooks available is quite large. This cannot be separated from the involvement of the economic sector. Textbook publishers aim to make as much profit as possible. Providing opportunities for schools or teachers to utilize the textbooks they publish is one way for companies to make a profit. In a situation like this, the ability of teachers to evaluate textbooks becomes very important. It makes no sense if teachers prioritize the published material over the quality of the textbook.

Language and literature are two categories that make up the Indonesian language course. Short stories, anecdotes, descriptive texts, explanations, and narratives are some of the reading materials available for the language and literature group. These qualities require careful selection of textbooks. A selective study guide or textbook will demonstrate the proper use of language, which will indirectly teach students correct grammar and polite communication. Selective textbooks offer concepts of the material being assessed in addition to language. According to the concepts of the material being assessed, the content is given in stages from basic to advanced levels. As a result, this helps children think. Good pictures and visuals are often displayed in certain textbooks. Students can easily understand the instructional content if there are clear pictures and photos (Pelajaran & Indonesia, 2024)

Aspects Analyzed in the Study of Indonesian Language Subject Textbooks in Elementary Schools, namely Suitability with the Curriculum, Quality of Content and Material, Use of Language, Presentation and Layout, and Integration with Literacy-Based Learning.

1. **Suitability of Indonesian Language Textbooks with the Curriculum**

   Textbooks and curriculum are interrelated. In a broad sense, curriculum is a comprehensive plan that includes classroom activities and learning experiences needed to provide students with more opportunities to learn and have a significant impact. To ensure that learning objectives are met as intended, the curriculum is filled with opportunities and chances for continuous learning. In practice, the curriculum presupposes teaching materials or textbooks that enable

students to complete it. Textbooks used in the education system are updated along with changes in the curriculum.

Additionally, textbooks can help students independently study topics that have been or have not been covered. This enables students to become ready for the subsequent subject. Textbooks must be in line with the present curriculum, the Independent Curriculum, because of their vital role in the learning process.

According to the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research, and Technology Number 033/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Elementary Education Level, and Secondary Education Level in the Merdeka Curriculum, the content in student textbooks must align with the Learning Outcomes (CP) outlined in the curriculum. Researchers are interested in investigating whether the primary Indonesian language textbook material is appropriate for learning outcomes (CP) in the Independent Curriculum. The primary textbook "Indonesian Language" is the subject of this study due to curriculum changes and students' use of the most recent textbooks (Muhlis et al., 2024).

2. Suitability of Indonesian Language Textbooks with the Quality of Content and Material

This section explains how the textbook's content corresponds with the Merdeka Curriculum's learning objectives for Indonesian. The four components of Indonesian language learning outcomes are speaking, writing, listening, and reading. Each element's learning outcomes are converted into learning objectives, which are then used in every class. Because the textbook's contents include descriptions of material that are in line with the learning outcomes, the examination of the textbook's learning objectives and material applicability produced highly positive results.

Teachers and textbook authors can make sure that the learning resources they employ actually promote an efficient and successful learning process by carrying out a feasibility analysis of the content. This helps to accomplish set educational objectives and raise the standard of education (Br Ginting et al., 2023)

The eligibility of the book content is indicated by the alignment of the book with Core Competencies (KI) and Basic Competencies (KD), accuracy, completeness, breadth, depth, and supporting learning resources. The following are learning resources contained in the Indonesian Language Book for Grade 4:

a. Reading, where each student must be able to read each word clearly and easily understood so that it can be understood by other students.
b. Writing, Each student is encouraged to write down important concepts that are taught or acquired.
c. Listening: Every student needs to hear or pay attention to what the teacher says or reads the book they are studying.
d. Discussion: each student is divided into several pre-arranged groups or forms their own group consisting of two or more children, and then they all discuss the lesson or assignment given to them by the teacher.

e. Language is new information covered in resources, such as those related to learning Indonesian, which is part of the objectives of each chapter.
f. Language refers to new knowledge covered in the resources, such as those related to learning Indonesian, which is one of the aims of each chapter.
g. Information about reading activities completed while reading a book is recorded in a reading journal.
h. Reflection is a way for students to evaluate or compare each chapter they have studied with specific guidelines based on their understanding.

In order for students to understand the material presented in the textbook easily, the content must be presented appropriately to prevent any mismatch of existing concepts. Overall, the content contained in the Indonesian language textbook for grade four has met the requirements. All facts, definitions, examples, and concepts are correct.

3. Suitability of Indonesian Language Textbooks with Language Use

Language-Based Appropriateness In general, the language used in this book is easy to understand, but there may be some additional terms or new vocabulary to help students learn more. This is evident in each chapter. Most of each chapter has word exploration content, where students must find new vocabulary in a column or connect it with a line based on the vocabulary's accurate meaning. Because children must determine the meaning of each new word, word exploration can help them become more proficient readers (Hanifah et al., 2023).

a. Suitability to the Level of Student Development
   1) Consistency of the subject matter is prioritized to create harmony between sections, and the arrangement of material in each sub-theme of this book is reviewed for its suitability to the level of thinking development. The language used is straightforward, simple, interesting, and easy to understand. Children can easily understand the meaning of sentences in each paragraph because of the impression of the short language and the relatively short word order in each sentence. Textbooks must be adapted to the level of understanding and needs of the target students. Feasibility analysis helps ensure that the language, content, and presentation methods are appropriate to the age and cognitive level of the target students.
   2) Regarding the presentation of suitability with the level of social and emotional development of children in this book has behaved appropriately. This suitability is shown by the use of language that is easy for students to understand, able to describe the surrounding environment, and able to arouse their interest in the subject matter.
b. Communicative
   1) "The presentation of language at the level of message readability in the textbook itself is arranged in an interesting, clear language, using effective sentences, on target, and commonly used in written communication in Indonesian". By prioritizing language accuracy and message readability, it is clear that both have been arranged well. This accuracy is reinforced by the use of language that is straightforward, precise in meaning, and spelled

correctly.

2) "The use of terms in a particular discipline must be adjusted to the terms in that discipline and used consistently." It is clear that the standardization of terminology and symbols has been carefully planned.

c. Coherence and Unity

1) The findings of this topic book analysis have shown the coherence of discussion, coherence of sub-discussions in sub-themes, and coherence of the main concepts of paragraphs in the presentation of the material. One overall topic unites completeness, which is then explored and explained in the sub-themes and their education.

4. Suitability of Indonesian Language Textbooks with Presentation and Layout

a. Presentation Techniques

1) The conceptual sequence of the main themes of this book shows how the elements are presented hierarchically with sequential relationships. The section on systematic consistency shows how each introduction, content, and conclusion of the learning are used.

2) Maintaining Balance Between Chapters. Chapters are arranged based on the Basic Competencies (KD) and Core Competencies (KI) guidelines. The presentation of balance points between chapters has basically been well arranged in accordance with KI and KD, in accordance with the results of the study of balance points between chapters and comments from experts.

b. Learning Presentation

1) Student-Centered: "The presentation of learning should be student-centered," which explains why the content in this book is presented in a well-organized manner.

2) The process skills section of this topic 1 book shows how tasks are presented to encourage students to actively absorb information and submit their work. "The presentation of learning is arranged with more emphasis on thinking process skills according to operational verbs in core competencies (KI) and basic competencies (KD) and not only based on the final results".

3) Sentences stating that activities should be monitored by parents or teachers indicate the theme book's attention to occupational safety. Every learning activity should include occupational safety considerations because, without teacher supervision and proper work procedures, some tasks may be dangerous for students.

4) So that the impression does not arise that every learning activity is the same, in the variation section of the presentation of questions in book theme 1, the use of descriptive text, illustrations, discussion activities, group work, and presentation of work results are demonstrated in various ways that demonstrate the use of various learning methods.

c. Serving Equipment

1) The foreword and information about the book are presented in an easy-to-understand and well-written manner. The outline of the book's contents, systematics, learning strategies, and the motivation behind its writing are all included in the introduction. The introduction, about the book, table of contents, sub-themes, bibliography, author profile, and correct page

numbers are some of the main sections of the book that are clearly arranged in the table of contents. The table of contents has all the materials arranged accurately and neatly.

2) The picture and photo section in this theme book is presented less frequently than the discussion section, and this section is acceptable so that it is easy for students to understand and is not too long. The picture is intended to help explain the topic and is limited to the content being studied. Illustrations can communicate ideas effectively according to the content. The use of cartoon images in illustrations to make them less easy to read is the main source of its shortcomings. The way the illustrations are presented in this book is good because "the arrangement of the content illustrations is directed at the arrangement of explanations that are basically able to express the meaning of the object in the form of messages and accurately without reducing the readability of the illustration description text." Concretely, the illustrations used are the source of its shortcomings.
3) The evaluation section of this topic 1 book has been modified to suit the students' skills, with more emphasis on repeating previously taught information and encouraging student growth. Each discussion of the content, which has been presented differently depending on the subject focus, introduces the use of evaluation.
4) The writing style used to compile a bibliography is easy, the title, publisher, year of publication, and city of publication of the book are all listed in the available bibliography. The order of the layout has been carefully arranged to follow the generally accepted systematics. "The bibliography page contains a list of books or a list of references used by the author in compiling the textbook" (Suryaningrat et al., 2021)

5. Integration of Indonesian Language Textbooks with Literacy-Based Learning

Identifying the type of subject is the first step in the analysis process. The researcher conducted a comprehensive mapping of the basic competencies in each subject that will be taught in an integrated manner before choosing which disciplines will be combined. The researcher completed the mapping to facilitate the identification of topic types. Mapping of basic competencies was not completed for each elementary school subject in this study. There were only two disciplines mapped: Indonesian and Mathematics. It is also recommended that when choosing subjects to be combined, teachings or justifications related to students' basic skill achievement and the importance of education are included (Budhayanti et al., 2022).

Everyone, including elementary and secondary school students, needs to be literate because literacy is a basic and general skill. Learning activities can help students become more literate, especially in terms of learning Indonesian. Learning Indonesian requires students to understand and evaluate various texts, therefore appropriate literacy media and techniques are needed. Every individual, including children, benefits from literacy because it helps them grow as members of society and make decisions that will benefit society. Students gain the ability to understand, use, evaluate, and think critically about various texts through literacy.

Students can use and reflect on the contents of the text to solve problems they face in everyday life after learning to identify and understand the explicit and implicit meanings of the text and assess and analyze the truth, benefits, and purposes of information.

Several methods are used to create Indonesian language. Most of these strategies seek to improve literacy. These methods include literacy approaches, text-based methods, and communicative methods. Literacy approaches seek to improve students' understanding of the meaning of texts and their ability to write texts that are in accordance with the structure, purpose, and linguistic components of the text. In addition, students can apply their language skills in various situations and for various purposes. By exposing children to various knowledge and information in several texts and multimodal presentations, literacy methods also help in the development of their reading, speaking, listening, and writing skills. Therefore, literacy exercises should be included in education, especially when learning Indonesian (Kayati, 2022).

Example of Indonesian Language Textbook Review in Elementary School

For students, dynamic textbooks are worthy of being considered as important works that can stimulate readers and students to continue to develop the desire, willingness, and pleasure to read, do, and learn everything that is written and taught in them. The main motivation behind learning materials is their capacity to instill a love of learning, readability with language that stimulates students' interest in the content and depth of the textbook, and the ability to promote multiliteracy in students. Effective textbook writing and language application can enhance students' growth in their ability to reason and think creatively. Related to this basic idea, it can be argued that elementary school textbooks should be truly difficult and able to provide stimulation that is in accordance with the growth and development of students according to their age. One of the most important factors that needs to be considered is the technical application of discourse sentence structures, which need to be adjusted to the decreasing ability of language acquisition and cognitive growth of students. The implication is that compilers of elementary school textbooks, especially Indonesian language textbooks, need to focus on managing discourse sentences by paying attention to the level of complexity and difficulty based on the principles and rules of PUEBI, starting from the easiest to the most challenging.

In terms of theme, the main content of this learning media invites students to try to develop insights related to maintaining personal safety and health, learning culture and sports, interacting with friends and the surrounding environment, and exploring aspects of entrepreneurship according to the Elementary School level, where the essential reading of literary discourse as a narrative-based teaching material with critical reasoning concepts is the basis for determining the focus of the study of elementary school Indonesian language textbooks (Hadi & Nadlifah, 2023)

Teachers can benefit from the many children's story books with various themes that are now printed and available on the market. Given the relatively short circulation

period of children's stories, readers are advised to be able to create their own stories by referring to other children's stories that have been widely circulated. In addition, there are three things to keep in mind when choosing children's books or creating your own books: using unclear language, including universal life lessons, and considering the psychological level of the target reader. Reinforcing the principles that have been taught through habits and examples is an important aspect of character development. Character education will not be effective without all of these (Krissandi, 2020).

Challenges in Indonesian Language Textbooks in Elementary Schools

As with learning any other language, learning Indonesian can present a number of difficulties. The learning environment and the nature of the student can influence these difficulties. Here are some common obstacles in learning Indonesian:

1. Diversity of Languages and Dialects
   Especially for people from areas with different mother tongues, the many dialects and regional variations in Indonesian can make it difficult to understand and learn the language.
2. Technology advances
   Students may be more exposed to foreign languages and online slang as a result of technological advances, especially the internet and social media. This may affect how well and accurately Indonesian is used and understood.
3. Use of Slang and Abbreviations
   It can be difficult when slang and acronyms start to appear in everyday discussions or on social media. As a result, students may find it difficult to understand formal language conventions.
4. Lack of Interactive Learning Resources
   Students are less motivated to learn Indonesian if there are not enough interesting and relevant interactive learning resources. Innovative learning resources can be produced by utilizing technological advances.
5. Lack of love for one's own language
   The psychology of students has led them to believe that all Indonesians are naturally fluent in the language, which makes them underestimate it and consider it simple.
6. Foreign language
   The proliferation of various slogans, posters and information, both printed and electronic, that use foreign languages (Juwita, 2024)

The challenge of language teaching at the elementary school level: students spend more time studying than at other school levels. This shows how important learning at this level is because it determines success at the next level. Therefore, it is not surprising that many students are absent from class because they are not yet able to read and write well. This should be a reflection for teachers about their failure in teaching language to their students. Elementary school students should enjoy learning language, not fear or restraint. For example, it should not force children to correct their sentences; it should give them proper instructions on how they think. Children's repetition of unspoken utterances, namely fragments of words or sentences, can be

corrected. Therefore, a loving parenting pattern is very important, as well as creating an environment free from burden and fear. Therefore, it is hoped that children grow up in an environment that is creative, free, and free from pressure.

There are many ways to understand the problem of teaching Indonesian in elementary schools. First, changing social and technological dynamics have affected the way children learn and interact with language. The use of digital technology such as mobile phones and social media has exposed children to informal or slang language. Ensuring good understanding and mastery of formal language can be a challenge for Indonesian language teachers. Second, there are special difficulties because students in elementary schools have different social and cultural backgrounds. Students may come from different family environments, with varying levels of exposure to Indonesian. Some students may come from family backgrounds that cannot provide books or additional learning resources, causing gaps in language understanding between them. Third, changes in the curriculum and increasing educational demands can be different problems. In elementary schools, Indonesian language teachers must be able to apply creative and interesting approaches to get students excited and involved in learning the language. The need to evaluate student performance and achievement can also increase the pressure on teachers to achieve the best results in language teaching (Mala & Ashari Hamzah, 2024)

Bahasa Indonesia is taught as a core subject in the school curriculum in Indonesia. The goal of learning Bahasa Indonesia in elementary schools is to help students acquire basic skills in reading, writing, speaking, and listening. When students have these skills, they will not only benefit from their education at the next level, but they will also be a very important provision for them to become active members of society. Despite having a clear goal, learning Bahasa Indonesia in elementary schools often faces many major problems.

One of the main problems is that students do not show interest in language learning. This is usually caused by learning methods that are considered monotonous and uninteresting. Learning is usually centered on memorization and theoretical understanding without giving students the opportunity to participate creatively and actively. Student dissatisfaction with classroom learning methods can have a negative impact on their understanding of the material being taught, which means they are underachieving in mastering Indonesian. Another factor that hinders the learning process is the limited educational resources and facilities available. Many schools do not have access to good educational technology, teaching aids, and textbooks, so learning is ineffective. In addition, there is often no support from parents and the community around students, which has an impact on their language skills at home and in their social environment (Zein Nurjanna, Amelia Apriyanti, Ranti Aprilia, 2025)

Recommendations for Revision of Indonesian Language Textbooks for Elementary Schools

Furthermore, textbooks are divided into two types: main textbooks (which contain material on a particular subject area) and supplementary textbooks (which are used by

educators and students). The quality of textbooks can be seen from the appropriateness of the language. The appropriateness of the use of language in textbook materials can be reviewed from several aspects.

1. Straightforward
   The material that is considered straightforward is reviewed from three aspects, namely sentence effectiveness, word accuracy, and standardization of terms. The following is an explanation of each aspect.
2. Sentence Effectiveness
   To create teaching materials that enable students to learn independently and achieve completion, it must be noted that the language must be easy to use because students only deal with teaching materials when they learn independently. According to the description, the language in textbooks must be in accordance with the language of the students, sentences must be effective and have no double meanings, and must be simple, polite, and interesting. In addition, sentences that connect the parts must be logical, and the spelling must be correct. It is said to be effective if the message, idea, feeling, and notification are successfully conveyed according to the intention of the author or speaker. Therefore, the delivery must meet the criteria of a good sentence, namely the structure is correct, the decision is right.
3. Word Accuracy
   The accuracy of word choice in expressing a concept, object, or requirement, and the accuracy or acceptability of word use. The accuracy of word choice raises concerns about the capacity of words to evoke the right concept in the mind of the reader or listener, as the author believes.
4. Term Standardity
   Standardization is conformity with spelling, pronunciation, structure, and usage that are in accordance with standards. Technical terms that have been used conventionally in a language are considered to be in accordance with the Great Dictionary of the Indonesian Language.
5. Communicative
   The language of the textbook must be communicative in addition to being straightforward. Communication can be assessed based on two components: understanding the message or information and politeness of language. This means that the message or information must be delivered in an interesting and common language in written Indonesian communication. In addition, the language used must be smooth, polite, and in accordance with the customs or habits of the community.
6. Dialogic and Interactive
   The language used in presenting the material must be dialogic and interactive.
7. Ability to Motivate Students
   The language in textbooks must be able to motivate students, meaning that the language used arouses a sense of pleasure when students read it and encourages them to study the book thoroughly. A good textbook is a textbook that can make

students want, want, and enjoy doing what is instructed in the textbook. In addition to being able to arouse a sense of pleasure, the language used must be able to stimulate students to question something further, and find the answer independently from the textbook or other sources of information. The use of language can increase students' reasoning and creativity.

8. Conformity to Language Rules
   The material is written using good and correct Indonesian. Suitability includes grammatical and spelling accuracy. In other words, sentences used to convey messages must be in accordance with good and correct Indonesian grammar rules, and spelling must be in accordance with the Enhanced Spelling (EYD) guidelines.
9. Use of Terms, Symbols, and Icons
   Textbooks should use terms, vocabulary, and symbols that make it easier for readers to understand. This is due to the fact that the use of terms that describe ideas consistently, as well as the use of symbols or icons that are consistent in each part of the book.

One of the most common language errors that occurs in our environment is the use of speech forms of various linguistic units, such as words, sentences, and paragraphs, which do not conform to the standard Indonesian language rules system; as well as the use of spelling and punctuation that deviate from the spelling and punctuation system that has been established according to the revised Indonesian Spelling Book (Sutrisno, 2022).

CONCLUSION

The curriculum-appropriateness, material quality, language use, layout, and integration with literacy-based learning of elementary school-level Indonesian language textbooks are all examined in this study. This study employs a literature study methodology, which looks at a range of pertinent scholarly sources, including books, research articles, scientific journals, and educational policy documents pertaining to Indonesian language textbooks in primary schools.

The study's findings indicate that while some textbooks satisfy curriculum requirements, there are still a number of problems. Less expressive language, a dearth of pertinent images, and a scant incorporation of literacy into the material are among the shortcomings noted. Slang usage, a lack of understanding of students' varied backgrounds, and a lack of enthusiasm in Indonesian are further problems that have been found. The impact of technological advancements (the internet and social media) that expose students to foreign languages and online slang, the variety of languages and dialects, the dearth of interactive learning resources, and a lack of passion for one's own language are additional obstacles to learning Indonesian in elementary schools. Challenges can arise from variations in the social and cultural backgrounds of students, curricular modifications, and rising educational demands.

Overall, the studied Indonesian language textbooks demonstrated that they are quite helpful in teaching pupils the fundamentals. In general, the textbooks satisfied a number of criteria, such as being appropriate in terms of language, presentation, and

content, as well as being in line with literacy-based learning approaches. These textbooks emphasized fundamental language skills, promoted the growth of students' critical thinking abilities, and offered resources and information that were in line with the curriculum. With very common phrases and rather efficient sentence patterns, most books employed communicative language suitable for the developmental stages of the students. The study did discover, however, that there was still opportunity for development in terms of text breadth and content depth, especially with regard to the integration of alternate learning resources and the utilization of real-world scenarios for students. Additionally, certain words has to be changed to make it more kid-friendly.

RECOMMENDATION

The creation and application of more interactive digital textbooks may be the subject of future study. Evaluating how well these digital textbooks increase students' interest and participation in the learning process is the aim. Further research is recommended to create a systematic and standardized evaluation instrument for Indonesian language textbooks to measure the quality of content, language, presentation, and integration with literacy-based learning objectively and measurably. It is also proposed to examine the direct impact of textbook use on improving students' literacy skills in reading, writing, listening, and speaking while learning Indonesian. Research on the development and use of more interactive digital textbooks can focus on how effective they are in increasing students' interest and engagement in learning. Further research can focus on teacher involvement in the textbook selection process, as well as their ability to review and adapt materials to meet students' needs in the classroom.

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We compiled this article in a spirit of cooperation and mutual support, and each author actively participated in the entire writing process. Each member of the group contributed as best they could in the process of searching for references, organizing the substance of the writing, and perfecting the language and structure. In addition, support from lecturer Rahma Ashari Hamzah, who supervised the compilation of this work, if there were difficulties or errors in the text. As a team, this approach has been a great learning opportunity for us, and we hope this article will be useful for readers.

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Conflict of interests

The author declares that there is no conflict of interest in the preparation and publication of this article.

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