



Content Analysis of Bahasa Indonesia Textbook for Indonesian Language

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ABSTRACT

As the official language, Indonesian language has a key position in the curriculum of Indonesia, including in from the language policy, education system, class schedule, the national main curriculum assessment, etc. The Indonesian language textbooks for first grade Junior High School is compiled based on the curriculum objectives and contents stipulated in the constitution of the country. The compilation and development of this Indonesian language textbooks also refer to the teaching design of content and Integrated Language Learning (CLIL) to prepare and design the content of textbooks. The four aspects in the subtopics, i.e., 'language comprehension ability', 'language summary or restatement ability', 'language analysis ability' and 'language listening, speaking, reading, writing and practice ability', are consistent with the four factors of 'content', 'cognition', 'communication', and 'culture' in CLIL.

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1. INTRODUCTION

The significant difference between the language textbook for mother-language speakers and foreign-language speakers is the content of the textbook. The language textbook for mother-language speakers contains language-related knowledge and ability, and it also includes how to introduce society and the world to students through the order of the textbook and also through language to build students' character (苏, 2023). Indonesia's nine-year compulsory education is a key stage in achieving the country's goal of universal access to education. Indonesia's compulsory education is divided into primary school and junior high school. Pingel (2020) pointed out Philip's statement that "Textbooks are one of the most important educational inputs". Pingel quoted Philip's discussion on textbooks in his book. Philip stated that in addition to the function of sending knowledge, textbooks also bring policies and social rules in society. Pingel mentioned that language textbooks and readings make a contribution to students' ideology. Moreover, Pingel said that curriculum is one of the main factors influencing the writing of textbooks, so textbooks "explain" the syllabus (Research & author Person: Pingel, 2010). Meanwhile, Oemar Hamalik (2015) described that the curriculum content of the teaching process is in line with the Indonesian Constitution No.2 of 1989 on the national education system. Indonesian language for Education for the Indonesian mother tongue often takes a key and important place in the national curriculum (Hamalik, 2015). Developing students' mother tongue language competence and recognition from the first stage of basic education is the main concern in education. One of the main aspects of mother tongue teaching in basic education is teaching materials. Bahasa Indonesia (hereinafter is referred to as BI) textbook is a Junior High School Indonesian language textbook published by the Ministry of Education and Culture. This textbook is divided into a student's textbook and a teacher's book. This study analyzes the general situation and content of Indonesian language teaching materials based on curriculum in BI textbook for the first grade of junior high school.

The characteristics of Indonesian junior high school textbooks include three major aspects: language, literature, and literacy. The so-called 'language' refers to the knowledge related to Indonesian language, and 'literature' refers to the knowledge related to the understanding, expression, analysis and creation of literary works. 'literacy' is related in developing students' ability in reading and writing. Most studies on Indonesian language teaching materials and curriculum focused on the 2013 National curriculum (K13) and content of Language teaching materials. For example, Estiningtyas (2013) stated that the content of a topic in grade 6 of primary school was in line with K13 syllabus (Estiningtyas & Trisharsiwi, 2015). Mayrita et al. (2019) also analyzed the content of high school textbooks and the evaluation of K13 (Estiningtyas & Trisharsiwi, 2015). Willy et al. (2015) analyzed the correlation between the content of Indonesian language textbooks for high schools and K13. They stated that "the content and language expression of a good textbook should meet the standards of the Indonesian national Education Standards Agency". (Willy, 2015). Isbandi, et.al (2017) studied the evaluation methods of K13 in Indonesian language textbooks for the second grade of junior high school and the first grade of senior high school. They found that there is common ground in six assessment methods, i.e., memorization assessment, comprehension assessment, practical assessment, analytical assessment, comprehensive assessment, and evaluative assessment, whether in the second year of junior high school or the first year of high school. (Isbandi & Malinda B, 2017). Saleh et al. (2015) analyzed the development of the teaching content of K13 in Indonesian language textbooks. In their study, they found that the contents of Indonesian language textbooks were in line with the goals and contents of K13.

They studied the K13 Indonesian language textbook that is integrated with National Characteristic values and found that these values affect students' academic performance (Saleh & Sultan, 2015). Basuki et al. (2015) analyzed the contents of *Wahana Pengetahuan*, a second language textbook for elementary school. They used this textbook to analyze the structure of the textbook, the balance between the content of the textbook, and K13's core competencies and basic competencies, the effectiveness of the content of the textbook, the teaching auxiliary resources of the textbook, and the quality of the textbook, and found that the structure of the textbook reached the standard of the textbook (Basuki et al., 2015). Pratiwi et al. (2017) analyzed the content of the textbook *Buku Bahasa dan Sastra* in grade 3. They analyzed that the content of the textbook *Bahasa dan Sastra* also met the goals and contents of K13's basic and core abilities (Pratiwi & Arif, 2017).

2. METHODS

In order to know further about Indonesian mother language education, we took an interview with a junior high school Indonesian teacher in one of private school in Palembang Sumatra through Zoom video on October 1, 2020. The interview covers five aspects: First of all, the class schedule of Indonesian Language in K13 is more than that of other courses. For example, in the first grade of junior high school, the schedule of 38 class hours per week accounts for 16% (6 class hours). In grade one, there are six class hours and 40 minutes for each class hour. The national examinations for the four subjects in junior high are Indonesian Language, English, Mathematics and Science. In the implementation of special education in this pandemic, the current minister of Culture and Education Nadiem Makarim announced that there is no more national exam for 2020 in *Kurikulum Merdeka Belajar* (Freedom in Learning curriculum). Based on interview, first, we know that Indonesian Language is one of the main subjects in the country. Second, according to the interviews, we found the diversity of Indonesian language textbooks used in junior high schools. Although the government has provided textbooks with subsidies, some teachers also add more textbook for reference. Third, K13's core ability (*Kemampuan Inti*, hereinafter is referred to as KI) and basic ability (*Kemampuan Dasar*, hereinafter is referred to as KD) are the main guidelines for Language teaching. Therefore, textbooks that meet the goals and contents of K13 are preferred by Indonesian language teachers. According to the K13 assessment method, there are both theoretical and experimental assessments, mostly for students to do projects, such as their own manuscripts to perform, doing biological physics experiment report, writing an article, and writing an academic paper. K13 encourages students to write and produce academic reports or papers.

The content of this textbook is mainly about language structure and system. However, making an academic paper for junior high school students is not an easy task. Junior high school students do not know much about it and do not know how to do it, so they feel it is difficult for them. This requires more teacher involvement and guidance. In addition, most students are not interested in the textbook because they do not know much about it. Fourth, curriculum teachers' books are helpful to teachers. In the interview, we found that the Indonesian language should be associated with the natural knowledge course (such as biology). In the interview, the Indonesian teacher mentioned that they are also teaching students how to do the experimental report of the natural knowledge class. Another challenge is that the government requires junior high school students to develop the ability to write academic papers. As mentioned above, students have no concept of academic papers and some have no interest in them. Fifth, the course presents the supporting reading

materials, network resources and multimedia resources mainly with the choice of language structure guide. Interviewees mentioned that the course presents supporting educational resources of *Pedoman Umum Ejaan Bahasa Indonesia* (General Guidelines for Indonesian) Spelling (Standard Indonesian Language Guide) (*PUEBI*), and another is the Language teaching app. *PUEBI* provides an important reference in writing and reporting.

We also used literature analysis for the Ministry of Education and Culture teaching e-book, BI student's textbooks and teachers' book are downloaded from the official website <https://bse.belajar.kemdikbud.go.id/>. The textbook is edited by Dr. Titik Harsiati and Dr. Agus Trianto and reviewed by Dr. Dwi Purnanto and Prof. Muhammad Rapi Tang, who are teachers of Indonesian language and literature at different universities in Indonesia. These books were edited by BSC Neneng Kadariyah, Editor of curriculum at the Language Materials Center, National Ministry of Education, Indonesia. BI textbook is published by the Indonesian Ministry of Education and Culture. BI textbook is compiled according to the curriculum content and goals set by K13, with basic competency goals set for each chapter. The characteristic of K13 in Indonesian language course is to combine Indonesian language with other courses to make a comprehensive study, requiring that the teaching of Indonesian language and textbooks have applicable teaching content. The description of BI for teachers has been mentioned above. It is compiled and developed according to "Content Language Integrated Learning (hereinafter referred to as CLIL)". In order to achieve the goals and content of K13 set by the Ministry of Education and Culture, the Indonesian language materials are based on the David Marsh Integrated Content and Language Learning CLIL used in Europe and the United States as a guide. As mentioned above, each chapter of BI textbook content is divided into four sub-topics, which are designed by referring to CLIL. The most obvious practice of CLIL in Indonesian language teaching is the connection of Indonesian language lessons with other courses. In the interview and in course textbook descriptions, it has been stated that the Indonesian language class aims to teach students how to conduct experiments and write investigative reports for natural science classes. This elementary Indonesian language textbook is designed to improve students' listening, speaking, reading, and writing abilities.

3. RESULTS AND DISCUSSION

Language and literature are inseparable aspects of Indonesian language teaching. In the preface of this textbook, the authors propose to cultivate students' interest and ability in reading and writing in the language and literature of Indonesian through teaching materials. In addition, BI also aims to cultivate students' communication skills in social activities. In the teacher's book, according to the K13 standard, each standard of the Indonesian language teaching process is described in detail, such as objectives, class hours, evaluation, process, and other standards. In the process of teaching Indonesian language, teachers can adjust the standards according to the local culture and situation of each region, and the situation of the school.

1. Content compilation basis and teaching process from course textbooks.
 - 1) Compilation basis.

Junior high school is the national basic education stage in Indonesia. This paper makes sample analysis of the Indonesian language textbooks of the first stage of junior high school (grade one). Each chapter begins with an introduction to K13's basic competencies (KD) for each topic and a preface and conclusion to encourage students to achieve their goals.

According to the 14 core competencies (KD) of K13, the textbook for the first grade of junior high school is divided into eight sections: Describing proficiency, Understanding and writing stories, Genetic culture in text writing, Interpreting experimental reports, Inheriting the connotation and reading of national poetry, Telling fables, Writing, Effective Reading. Basic Education of the Indonesian language course in grade seventh (first grade of Senior High School) is 'Knowledge and Skills'. The content of core competencies (knowledge) is to lead students to understand knowledge (factual, conceptual and procedural) based on their curiosity or interest in knowledge, technology, art, culture, recent news. The core competencies (skills) are designed to enable students to experiment, process and produce in both concrete areas and abstract areas.

This textbook has adjusted the sequence of KD. KD in BI from Chapter one to Chapter four is the same as KD in Minister's Decree no. 37, 2018, No. 14-15, but KD in Lessons 5, 6, 7, and 8 is different from KD in Minister's Decree No. 37, 2018, page 15-16. The subject matter sequentially affects the basic ability of learning before learning. Special attention should be put on the teaching of native language ability, unlike the teaching of second language. The first stage of junior high school is the starting point for developing students' interest and ability in reading, writing, and analysis. In addition, students are introduced to the diversity of Indonesian literature at this stage of junior high school.

2) Teaching process of textbook content.

The objective of the subtopic in the textbook content has four aspects: Language understanding ability; Language summary or restatement ability; Language analysis ability; Language listening, speaking, reading, writing and practical abilities. The first process: the introduction of the content and objectives of each lesson. This section includes the KD description of the objectives and content of the curriculum in accordance with the Constitution of 2018 37 as well as the objectives of the implicit curriculum. Each curriculum in the Constitution has a major goal related to religious belief. The so-called implicit curriculum objective here is the goal of cultivating "religious spirit" and "social behavior" for students in the course arrangement of each lesson. In this section, students' spiritual and social behavior abilities will also be developed through Indonesian literature. For example, in the preface of lesson four 'Interpreting experimental Report', it is mentioned that students should be grateful for everything God has given to human beings through scientific experiments and research. The introduction of 'knowledge' and 'skills' is more specific. It gives students a brief introduction of each lesson and specific examples. The second process is text and relevant information. In this part, the students identify and understand the content of the lesson through texts and examples. The texts and examples are based on the rich natural and cultural diversity of Indonesia. In addition to giving texts and examples, students are also given 'identification and understanding' exercises. The third process is proficiency in reading or comprehension. This section is about the ability of the skilled students to understand the text, such as 'text or report description'. As mentioned above, in the interview, each course of K13 is interconnected. In this part, we can see that students are asked to write reports related to natural knowledge courses through Indonesian language classes, such as the research on bee activities according to the content structure. The fourth process is the students analyze the structure and language norms of the text as well as the exercise part.

The language used in Indonesian language teaching materials is written based on PBUEI. After writing the article or report in the fourth process, the teachers analyze what students have written and reported according to the requirements of this part. For example, this section provides tables for students to analyze whether their articles and reports meet the requirements of the writing process. The fifth process is writing ability. Finally, after the introduction and practice of the four processes, the teachers let the students write independently. Teachers allow students to evaluate their own texts or reports according to the requirements and standards of writing. In the fifth step, students evaluate their own writing. The table lists the writing requirements and criteria, such as whether the topic is related to the writing goal, or whether the topic should be capitalized, etc. The evaluation is based on numerals. "4" means "meet all required elements"; "3" indicates that only three required elements are met; "2" only meets two required elements; "1" meets only one requirement element.

2. Teachers' book describes the compilation and development of student textbooks

Teacher's book also plays a very important role in language teaching. "Teacher's book is an important guide to achieve the goal of Indonesian language teaching". The general principles of teachers' book include five aspects: first, the objectives and contents of K13 Indonesian curriculum; Second, characteristics of Indonesian language courses; Third, Indonesian language teaching skills; Fourth, the steps of Indonesian language teaching in the first grade of junior high school, fifth, the assessment standard of Indonesian language teaching. The content from Lesson 1 to Lesson 8 is divided into 7 parts according to the requirements, standards and guidelines of the teaching objectives and contents of each subject, i.e., 1) the core competencies of K13 (KI) and basic competencies (KD); 2) Teaching indicators; 3) Topic selection; 4) Language proficiency factors; 5) Teaching content; 6) Character cultivation; 7) Time and teaching activities arrangement. The first part introduces the four core competencies of K13 and the basic competencies of each topic. The teaching indicators of the second part set the teaching indicators for each sub-topic in lesson 1. For example, in Lesson 1, "Description Proficiency", there are three indicators for Part A (identifying the content and objectives of description text), i.e., Identifying the features of the description text from the objective and content of the text, identifying the features of the description text from the language aspect, and identifying the types of the description text. The metrics for part B (identifying the content of the descriptive text) are: categorizing the descriptive text and answering the questions about the descriptive text. The indexes of part C (analyzing the structure and language norms of descriptive texts) are to list the structural parts of descriptive texts, identify the parts of descriptive texts, identify the diversity of extended formats of descriptive texts, analyze the structural parts of descriptive texts, and identify and correct language use errors.

We can see the development of the Indonesia language textbook for the first year of junior high school. The textbook is based on the objectives and content of K13 as the main reference. The main feature of K13 is the Outcome-based curriculum. The assessment method designed in the textbook uses authentic Assessment, which is an assessment of students' (learning) development in BI textbooks. This assessment should include the development of the student's behavior, skills, and knowledge. The "evaluation results" refer to the "teaching feedback," which serves as a reference to the "lesson plan," which serves as

a guide to the implementation of the teaching. Assessment of students' abilities through teaching is all interrelated. Evaluation objectives, principles, standards, requirements, etc., are not described in this paper.

- 1) The transition of textbook compilation and use from 2006 Curriculum System (KTSP) to 2013 curriculum system (K13).

Although the curriculum system for 2013 (K13) was compiled in 2013, there are still continuous adjustments until 2018. Compared to the 2006 curriculum system (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), K13 is a "new concept" approach to the Indonesian education system, including Indonesian language textbooks. KTSP requires students to master the ability of listening, speaking, reading, and writing. The curriculum system of KTSP is different for different regions in Indonesia, and the specific curriculum is based on the teaching situation of the region. There are 32 class hours in junior high school every week, and 4 class hours in Indonesian language class every week, each class hour is 45 minutes. Although the teaching process will be based on the teaching environment and requirements of each region, K13 has unified reference basis and standards for Indonesian language teaching and textbook compilation. K13, in the 38 class hours of junior high school, has 6 class hours of Indonesian language every week, and each class is 45 minutes, which is the subject with the most class hours. As mentioned in "Compilation Basis" above, the Indonesian language textbook is mainly based on the course system of 2013. In order to promote K13 language textbooks, the Ministry of Education and Culture of Indonesia provides language textbooks with school operation subsidies and electronic textbooks to the whole country.

- 2) The framework of four factors for compiling and developing teaching materials.

CLIL (Integrated Content and Language Learning) was developed by David Marsh in 1994. David Marsh (2002) and The European Commission both expressed the concept of CLIL as a language learning method aimed at foreign language learning. Dalton-Puffer focuses on three aspects of CLIL's research. The first is language policy analysis, reference analysis of CLIL's research results, and language use in teaching. CLIL research aims at integrated content and language learning in English as a first language and a second language (emphasizing a foreign language) in Europe. English-speaking countries provide an environment for students to learn. English as a first language also gives students improved job opportunities. Claude (2002) studied the key aspects of English use in Education, science, workplace, supranational language and cultural products in Europe and showed that the use of English in compulsory education in non-English speaking countries in Europe was limited. However, English is widely used in higher education, the publication of scientific research results, and in the workplace. Therefore, for students in English-speaking countries in Europe, the goal of learning English as a mother tongue is not only a national requirement and patriotic motivation, but also a motivation for future education and employment. Georgopoulou-Theodosiou et al. (2015) argued that "countries around the world have adopted a series of language policies to cope with the growth of their language capital, and CLIL helps to translate these educational policies into reality". The authors of junior high school Indonesian language textbooks in Indonesia used the European CLIL approach to foreign language learning to develop the content of the textbooks. Basically, teaching non-language courses in mother tongue is only

a content lesson, while teaching non-language courses in foreign language contains content and comprehensive language learning.

The main concept of this textbook is genre teaching. The assessment type of teaching material language ability is based on social activities and communicative objectives. For example, in the fourth lesson of Grade 2, the type is "poetry", and the social and communicative goals are about struggle, natural environment, and social situation (poetry). The type of lesson 6 is "evaluation", with social and communicative objectives regarding cultural products (films, essays, poems, primary schools, local artworks, etc.). CLIL in K13 language teaching highlights these four important factors in language competence. For the description of BI course textbook, there are about four objectives: 1) language understanding ability; 2) Language summary or restatement ability; 3) Language analysis ability; 4) Language listening, speaking, reading, writing, and practical abilities. In addition, the teaching objectives of lesson 5 to 8 in the course textbook are different from those of K13, but the content is the same. The compilation and development of Indonesian language textbooks also refer to the teaching design of content and Integrated Language Learning (CLIL) to prepare and design the content of textbooks. The four aspects of the subtopics 'language comprehension ability', 'language summary or restatement ability', 'language analysis ability', and 'language listening, speaking, reading, writing and practice abilities' are consistent with the four factors of 'content', 'cognition', 'communication' and 'culture' in CLIL. Below are the four-factor framework analysis of CLIL in the student book.

1) Content factor framework

The frame of the "content" factor here is the context and background of the theme. The themes are designed according to the objectives and content of the course to inspire students' basic knowledge and skills. Textbooks are used as teaching content guide, and other teaching auxiliary resources are used as reference resources to support teaching content. The first step of compiling language teaching materials is to formulate language teaching content framework according to the curriculum outline. Published by the Indonesian Ministry of Education and Culture in 2013, the 2013 National Curriculum System has undergone some adjustments, mainly targeting at core competencies (KI) and basic competencies (KD).

The Indonesian language course is one of the integrated learning Subjects. Indonesian as a mother tongue is not only 'language of learning' and 'language for learning', but also 'language through learning'. Spolky (2007) proposed that one of the three components of language policy is "language management". Indonesian language is legally protected as a language of use in Indonesia, including in the classroom. Indonesian language is the 'language of learning' in basic education, secondary education, and higher education. According to the language policy, foreign language teaching is only for use in foreign language classroom teaching. The advantage of the content of Indonesian language textbooks is that Indonesian is protected by language environment and national language policy as the teaching content of Indonesian language class. Language teaching in 'language learning' is to achieve the curriculum system of mother tongue teaching learning objectives. The main feature of the content framework of K13 Indonesian language teaching materials is the practicability of Indonesian language. In other courses, students can directly apply the content of the Language course, and vice versa. Students are also becoming constantly independently proficient and improving and completing their language skills, so that students can feel the

learning effect and achievement of language teaching. The content mainly starts from the introduction of Indonesian natural and cultural products, such as the songs of Ismail Marzuki "Rayuan Pulau Kelapa". Ismail Marzuki is one of Indonesia's great composers. The Indonesian Arts Center 'Taman Ismail Marzuki' in Jakarta is named after him. Through the content of these topics in society, the textbook explores students' native language ability and applies it to practical life. In addition, "language acquisition through learning" is a feature of K13 Language education. Through other courses, students will be able to practice their Indonesian language skills. As mentioned above, presentations in the natural Knowledge course (IPA) are also a way to develop students' language skills. In this way, the teaching material is transferred to the use of practical language, so that students can obtain the effect of mother tongue learning.

2) Cognitive factor framework

The "cognitive" factor involves learning and thinking processes that develop concepts of subject matter and goals. The cognitive factor of BI is the process for students to acquire knowledge and skills through text deconstruction, information, text template and analysis. In this part, students' understanding of the theme content is practiced through the teaching skills of text summary, restatement and comparison. In addition, the interview part and the course textbook part mention that "content drawing" is one of the methods for students to obtain information and skills on the theme content. This textbook cognitive factor framework is student-centered, which not only cultivates students' ability of language memory, understanding, and application, but also further cultivates students' ability of analysis, judgment, and manufacturing. Students are allowed to learn by doing. For example, through Sketch recognition, the text content, and comparing the elements in two articles, identifying fantasy story, using content analysis and content repeat, using *angklung*—a traditional bamboo tube instrument of West Java, Indonesia, Indonesian traditional health drink, dance, food, and other steps of summarizing and describing, such as using charts and tables to summarize the content of the study, summarizing the national poetry, etc., Are close to the life of the Indonesian nation. In the "cognition" part of the textbook, students should not only master the three language abilities of reciting, understanding, and application, but also achieve the ability of analysis, self-assessment, and creation in their mother tongue, and achieve Higher Order thinking skills (HOTS) in Indonesian language learning. In each lesson of the textbook, students are first introduced to KI and KD of K13. These "openings" in each lesson of the textbook are to familiarize students with the material they will be studying. In addition, the textbook allows students to be more involved (student-centered), as well as to enlighten their knowledge and abilities and interact with other students to analyze the teaching content. The content of the textbook is arranged so that students are actively involved. In the "process of the five main parts of each lesson of the textbook" mentioned above, students are asked to analyze, classify, evaluate and create in the "Task" column. For example, analyze the characteristics, content and objectives of the text; Classification and comparison of text types; List and analyze the language application in the text (e.g., terms, idioms, descriptors, etc.); Discussion and fabrication (writing). To sum up, let students get information through self-experience and analysis. The advantage of this textbook for

students' cognition is that it allows students to "self-evaluate" the knowledge and ability they have mastered in each lesson and evaluate their own "works".

3) Communicative factor frame

Language is a communicative tool, which is used by students in social communication and exchange. The purpose of Language teaching is not only to understand the society through language ability, but also to communicate with good language ability in social communication. The "communicative" factor is also the communicative ability of students who are proficient in language learning and practical work—listening, speaking, reading, and writing. BI is mainly the knowledge and practice of language formation, sentence, grammar, terminology, writing, and other characteristics of Indonesian language class. For example, the students describe the structure of a text, subject-related terminology, the formation of affixes at the beginning of k,p,t,s, analyze and edit the language structure of the novel, analyze the language structure and use of the text, as well as the word-formation, description, analysis and comparison of the language structure of the study or experimental report, etc. Through BI, teachers can cultivate students' language and literature abilities. In addition, students can be productive in language and literature through other courses and feel the practicality of learning their mother tongue in other courses. Language knowledge and language function are the key communicative factors in textbook. This textbook does not only contain language knowledge, but also provides some "feedback" exercises on language knowledge according to the "needs" of students. Therefore, students can master language knowledge and ability to communicate and write in the learning process and activities (analysis, classification, discussion, writing), and achieve practical language functions. In each BI lesson, there is a form of "self-assessment". As mentioned above, in this form, students write about what they have learned and their understanding of the content, and make a "self-assessment" of their own works. Language knowledge and skills in textbooks or in teaching do not mean that students will use them directly in society in the future, and teachers and textbook writers cannot fully grasp students' social needs for language knowledge and skills in the future. Therefore, the book allows students not only to learn through the teaching process, but also to further recognize what they have learned through this assessment. In this way, students can enter the teaching state of Assessment as Learning and experience the implementation of language ability application by themselves.

4) Cultural factor framework

Our language is our culture. Cultural factors in language affect students' language thinking. The cultural factor is to expand cross-cultural understanding and world citizenship and in fact inspire students' understanding. The cultural elements of language also cultivate students' character. Culture also includes all the factors in our practical life. Therefore, learning should let students connect the cultural factors of Indonesian language class with the real-life implementation. Through cultural elements, this textbook allows students to recognize the diversity of Indonesian culture. The emphasis of cultural factors in Indonesian language textbooks and foreign language textbooks is different. In Indonesian language textbooks, cultural factors are the cultural environment in which students live. The focus of cultural factors in Indonesian language textbooks is not to "introduce" this point, but to "recognize" and "understand" their own culture. Students have to be allowed to further

understand and inherit Indonesian culture through literature or cultural works in BI. For example, in lesson 5, "Connotation and Reading of Inherited National Poetry", students explore the cultural factors of a certain region in Indonesia through national poetry. National poetry contains the characteristics of traditional ideas and literary works and brings about the historical process of Indonesian culture. The 'cultural' element of BI is to develop students' language proficiency by writing about topics related to Indonesian nature and culture. Indonesian language is the official language of Indonesia and the unified language of the country according to the constitution. Indonesian language textbooks also contain national ideas and direction. The concept of national culture is reflected in the content of Indonesian language textbooks through the national curriculum system, such as words, phrases, texts, exercises, and so on. The cultural element of the Indonesian language class implies national identity. Most of the topics are related to Indonesian society, culture and natural environment. Some examples are 'Lantern Festival in Singkawang, Kalimantan, Indonesia', 'Charming West Sumatra' and other topics written description texts, 'I and Bung Tomo (Sutomo, and Indonesian military leader)', 'My Hometown in 2100', 'Old Surabaya Stories', 'Traditional bamboo instruments', 'Traditional Health drinks in Indonesia', 'Traditional dance', 'Indonesian food', 'Natural phenomena in Indonesia', etc.

4. CONCLUSION

K13 makes Indonesian its main curriculum and links it with other curricula, such as language courses related to natural science (*Ilmu Pengetahuan Alam*, IPA) and social science (*Ilmu Pengetahuan Sosial*, IPS). For example, in lesson 4 of BI, there is 'Interpretation of experimental reports'. Although this correlation method "promotes" the practicability of Indonesian language course, it also "ignores" the characteristics and goals of Indonesian language course itself. Meanwhile, "In order to give effect to Government Regulation No. 57 of 2014 on the development, cultivation, protection and enhancement of the role of the Indonesian language and literature, regulations of the Minister of Education and Culture on the National Language and Literature are required". Literature is one of the forms of social meaning. In addition to its emphasis on language, this textbook is also written with emphasis on literature. According to the interview and analysis of Indonesian teachers in junior high schools, the Indonesian group realized that the literature introduction of this textbook is not enough and needs to be improved. For example, in the fifth lesson of "The Connotation and Reading of inherited National Poetry", the "literary works" of other lessons are more inclined to the aspect of language ability. In 2018, the Indonesian Ministry of Education and Culture Regulations No. 42 stated that "Literary cultivation is to maintain and maintain the existence of language through research, development, guidance and teaching". The ratio difference between language and literature in Indonesian language textbooks is too obvious. It is the core problem to adjust the compilation of Indonesian language textbooks to only focus on language and ignore the introduction of literature. Based on Content Analysis of *Bahasa Indonesia* Textbook for Indonesian Language, we found that there are seven aspects in BI course textbook: 1) As the official language of the country, Indonesian occupies a very important position in the curriculum of compulsory education in Indonesia; 2) Diversity in the use of Indonesian language teaching materials; 3) Textbooks that meet the objectives and content of K13 are preferred; 4) The proficiency, capacity and type of course workbooks need to be improved; 5) Course textbooks are available for course teachers; 6) Supporting

reading materials, network resources and multimedia resources are mainly selected by teachers; 7) More attention should be paid to literature content design in Indonesian textbook compilation.

This Indonesian language textbook's teaching content leads students to experience the language aspects they have learned and apply them directly to other courses and language practical aspects. The course is not an "independent" course, but integrated with other courses. However, this "comprehensive" study does not ignore the two main aspects of language and literature in classes. The four-factor framework places language at the center of cross-subject learning.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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