

Content Analysis of English Textbook for Eleventh Graders Based On Merdeka Curriculum at SMA Negeri 1 Pracimantoro

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Abstract: This study analyzes the "Pathway to English" textbook for Eleventh graders, which is designed in accordance with the Merdeka Curriculum at SMA Negeri 1 Pracimantoro. Using a qualitative descriptive approach and content analysis, data were collected through observations, interviews with teachers, and document analysis. The research aimed to evaluate the textbook's alignment with BSKAP standards, focusing on content, presentation, design, and graphic quality. The findings indicate that the textbook aligns with the Merdeka Curriculum by promoting critical thinking and real-world applications. However, some weaknesses were identified, such as overly broad material, reliance on digital resources, and black-and-white illustrations, which may hinder student engagement. Recommendations for improvement include refining content focus, reducing technological dependency, and enhancing visual appeal.

Key Words: Merdeka Curriculum, Pathway to English, BSKAP Standards

Introduction

As a country that continuously innovates in curriculum development, Indonesia has undergone numerous changes, totaling more than ten revisions since the early years of independence. From the Learning Curriculum of 1947 to the recent hot topic, "Merdeka Belajar" (Wiku Aji Sugiri & Sigit Priatmoko, 2020). The Merdeka Belajar program initiated by the Ministry of Education and Culture under the leadership of Nadiem Makarim affirms that Indonesia has revamped its curriculum three times in less than ten years. The Merdeka Curriculum was created as a response to the challenges faced by the Indonesian education system, one of which is the learning loss that occurred during the COVID-19 pandemic.

Learning loss occurs in four different concerns: seasonal breaks, absence from school, COVID-19 outbreak, low quality of teaching, and school service. This study has its novelty because it involves learning loss theory and implements cyber ethnography methods (Budiharso, T., Tarman, B., & Solikhah, I., 2022). This is done to address the ever-changing needs in Indonesia in line with the progress of time, both domestically and internationally. Thus, it is hoped that Indonesia can prepare competitive learners for the future (Khasanah, 2015).

According to Abdul Hadi et al. (2023), there are several advantages of the Merdeka Curriculum. Firstly, that it is simpler and more in-depth. It focuses on essential material and develops students' competencies according to their phases. Secondly, is more independent. Schools have the authority to develop and manage the curriculum and learning according to the characteristics of the educational units and students. Third, it is more relevant and interactive. Textbooks are likely the most commonly used instructional resources and are regarded as a central component in any teaching and learning situation (Hutchinson and Torres, 1994). In the other word, textbooks as one of the sources of language, play a vital role in learning and teaching.

The textbook is used as a guide for teachers to carry out classroom learning activities from the start until the final assessment of student achievement. The textbook assumes a significant role in the teaching and learning process as it serves primarily as a key instructional resource utilized by teachers (Tri Achmad Efendi, et al., 2023). A textbook is a form of published revealed material most usually used as a teaching and studying medium in schools or any academic group. Textbook serves as a crucial position in the coaching and learning process. Using the textbook inside the classroom helps the teacher in delivering the materials (Enni Akhmad, et al., 2022). The materials contained in a textbook comply with quality



standards. There is an institution that regulates book quality standards in Indonesia, namely the Agency for Standards, Curriculum, and Educational Assessment (BSKAP), which was formerly known as the National Education Standards Agency (BSNP).

BSKAP (Agency for Standards, Curriculum, and Educational Assessment) is an independent and professional institution tasked with developing, monitoring the implementation of, and evaluating the execution of national education standards, including curriculum development and educational assessments. BSKAP plays a vital role in ensuring the quality of education provision in Indonesia. BSKAP continuously conducts studies based on the data collected to consistently improve and develop the quality of education.

There are four criteria for book quality standards according to BSKAP:

- 1) Content Standards.
- 2) Presentation Standards.
- 3) Design Standards, and
- 4) Graphic Standards.

English Materials, Materials are defined as anything used to assist language learners in learning. Materials can take the form of a textbook, a cassette, a video, a newspaper, or even a paragraph written on a whiteboard anything that presents or provides information about the language being learned (Tomlinson, 2011). Teaching materials cover four variations namely: video recording, YouTube with links, exercises, and recorded group assignments. The materials are not specified with learning outcomes specifically so that English language skills are identified properly (Budiharso, Tarman, & Solikhah, 2022).

According to Hutchinson and Torres (1994), textbooks are an almost universal element of English Language Teaching (ELT). Millions of copies are sold every year, and numerous aid projects have been established to produce them in various countries. This underscores the importance of textbooks in English teaching, as they are widely used and considered a vital tool in the learning process. A textbook is viewed as a map since it provides the structured materials for the learner and students step by step in line with the previous one (Riezki Faradiena, et al., 2022).

As stated by Cunningsworth (1995), textbooks serve various functions in English Language Teaching (ELT), including providing presentation material (both oral and written), offering activities for learner practice and communication, serving as a reference for grammar, vocabulary, and pronunciation, and providing inspiration and ideas for classroom language activities, among others. This indicates that textbooks are versatile and integral tools in supporting various aspects of English language learning. In other words, textbooks not only serve as guides for students in the learning process but also assist teachers in developing and implementing effective teaching methods.

Merdeka Curriculum, according to the government, as outlined in the Republic of Indonesia Law No. 20 of 2003 on the National Education System, a curriculum is a set of plans and arrangements concerning the objectives, content, and materials of instruction, as well as the methods used as a guide for conducting learning activities to achieve specific educational goals. It serves as a guide for educational institutions and teachers to implement a systematic and directed educational process. The systemic and synergistic relationships between teachers, students, the learning atmosphere, and learning media provide optimal learning processes and outcomes following curriculum objectives (Solikhah, I. & Budiharso, T., 2022)

According to Jack C. Richard (2010), The term curriculum is refer to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved. This design is intended to ensure that the teaching process is effective in achieving the desired learning outcomes. Okta Anita (2023) states, Curriculum is an essential part of education, consisting of plans and systematically arranged to produce outputs that align with desired outcomes. In

general, the curriculum serves as a guide for educators in implementing learning activities toward the achievement of desired goals.

The Merdeka Curriculum is designed to be more adaptive and flexible, with an emphasis on essential content and the development of students' character and skills. This means that the curriculum is not rigid; instead, it can be adjusted based on the specific circumstances of each classroom, school, or student. According to Neliwati, et al. (2023), with Merdeka Curriculum, students, teachers, and schools are granted freedom because of the curriculum's independent nature. Students are given the freedom to choose subjects that align with their interests and talents. Teachers have the flexibility to deliver material in a way that focuses on achieving learning objectives while considering students' development.

Based on various expert opinions, the author can conclude that the curriculum is a crucial element in education, serving as a guide to achieve learning objectives. The Merdeka Curriculum, for instance, is designed to be adaptive and flexible, focusing on the development of students' character and essential skills.

Merdeka Curriculum Textbook Evaluation, According to Cunningsworth (1995), selecting a coursebook involves the careful process of matching the materials with the specific context in which they will be used. The chosen coursebook should be relevant and appropriate for the particular setting, ensuring that it effectively supports the teaching and learning process. This evaluation aims to ensure that the textbook not only aligns with the curriculum but also effectively meets the learning needs of students.

BSKAP is an agency established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to replace the National Education Standards Agency (BSNP). The duties of BSKAP are explained in Article 234 of the Kemendikbudristek Regulation Number 28 of 2021, which states that it "is responsible for developing curriculum and education assessment standards as well as managing the book system."

In this newly implemented curriculum, textbook standardization is required. Textbook standards are regulated in Kemendikbudristek Regulation No. 22 of 2022 on Book Quality Standards, the Standards and Procedures for Manuscript Acquisition, as well as the Standards and Procedures for Book Publishing.

Book quality standards are necessary to determine the quality of the textbooks. The researcher will utilize the guidelines and instruments established by the BSKAP to thoroughly analyze the content of the textbook "Pathway to English".

Many relevant studies have been conducted regarding the Merdeka Curriculum. One such study, conducted by Mukrim Al-Ghozali (2023), focused on the English textbook titled "Work In Progress" for 10th graders published by the Ministry of Education and Culture of the Republic of Indonesia. This research employed a descriptive qualitative approach, given that the subject of the study is a document from a textbook containing text or discourse. The research findings indicate that the reading materials in the English textbook titled "Work In Progress" for 10th graders, based on the criteria of the McDonough and Shaw, dominantly fulfill all the criteria of material suitability.

In a study conducted Irma Hidayah (2021), the content of an English textbook used for eleventh-grade students, titled "When English Rings A Bell," was analyzed. The findings indicate that this English textbook is related to the relevancy of the material presented in the textbook with the criteria evaluation by BSNP.

Both of the studies above share the same objective. They aim to provide additional insights and resources for English language learners and teachers in finding a suitable and high-quality textbook for effective learning. However, the two studies used different criteria for analysis. The first study was conducted according to the standards set by McDonough and Shaw, while the second study used quality classification and assessment standards based on the BSNP Standards.

According to the publisher of an English textbook titled "Pathway to English" for eleventh grade high school students, it aims to provide a framework for English teaching and learning based on Learning Outcomes. The three levels allow learners to practice Listening-Speaking, Reading-Reviewing, and Writing-Presenting which ultimately helps them develop their discourse competencies. The formulation of the problem in this study is: What kind of teaching materials are used in the Independent Curriculum for Eleventh Grade Students of SMAN 1 Pracimantoro? How is the "Pathway to English" textbook used in the Independent Curriculum for grade 11 students of SMA Negeri 1 Pracimantoro in line with BSKAP standards?

Research Method

1. Research Design

In this study, the researcher employed a descriptive qualitative approach and used content analysis as a design. According to Creswell (2009), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process involves emerging questions and procedures, data typically collected in the participants' setting, data analysis that inductively builds from particulars to general themes, and researchers making interpretations of the meaning of the data.

According to Krippendorff (2004), Content analysis defined as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use." It involves systematically examining texts, images, or symbolic matter to interpret their meaning, aiming to understand not just what is being communicated but the contextual factors surrounding the communication. In this study, content analysis was used to evaluate the English textbook titled Pathway to English for Eleventh graders at SMA Negeri 1 Pracimantoro with the curriculum standards set by BSKAP.

2. Data and Sources of Data

The data gathered for the research focused on the analysis of the English textbook "Pathway to English" used by Eleventh-grade students at SMA Negeri 1 Pracimantoro. This textbook, published by Erlangga, aligns with the Merdeka Curriculum introduced by the Indonesian Ministry of Education and Culture.

This book is divided into 6 units, namely : 1) A Gift of a Family (Narrative Text) 2) Seeing a New Opportunity (Descriptive Text) 3) Voice Your Mind in a Small Country Called Class (Argumentative Text) (Procedure Text) 4) Surviving in a Digital Services (Exposition Text) 5) How Good are Your Critical Thinking Skills? 6) What Should We Dedicate to Our Country? (Argumentative Text). This provides students with exposure to narrative, argumentative, procedure, and descriptive forms of writing.

3. Research Instrument

In this study, the researcher used 3 types of research instruments:

a. Observation Guide

The data in this study were collected through classroom observation. According to Creswell (2018), observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records activities at the research site in an unstructured or semi-structured manner (using some predetermined questions that the researcher wants to explore). The researcher chose this method to collect data in order to obtain information regarding the implementation of the Merdeka Curriculum in the learning process in Eleventh-graders at SMA Negeri 1 Pracimantoro. Data were collected using notes and a checklist.

b. Interview Guideline

The next method the researcher used to collect data in this study is interviews. Taylor et al. (2016) state that an interview means face-to-face encounters between the researchers and

the informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words. In this study, the researcher interviewed an eleventh-grade English teacher at SMA Negeri 1 Pracimantoro. The purpose of the interview was to gain a deeper understanding of the challenges faced by the English teacher in implementing the Merdeka Curriculum in the teaching and learning process, so that existing problems can be addressed.

c. Protocol of Document Analysis

The tool used for evaluation in this study is the checklist rubric. Tomlinson (20Eleventh) stated that, Evaluation instruments like checklists help in identifying the alignment of educational materials with national education standards. These instruments assist educators or researchers in evaluating whether educational materials, such as textbooks, comply with the educational standards set by national authorities. By using a checklist, they can assess the alignment of content, learning objectives, and teaching methods employed, ensuring that the chosen materials effectively support educational goals. In this study, the checklist rubric is used to determine the extent to which the English textbook "Pathway to English" for Grade Eleventh Senior High School align with the Merdeka Curriculum, which adheres to the criteria established by BSKAP.

The first aspect is Content Standards. The material in textbooks must align with Pancasila values, be free from SARA discrimination, pornography, violence, and hate speech, accuracy, coherence, clarity, legality. The second Presentation Standards. Presentation standards refer to the appropriateness of delivering the book's content according to the target readers and the proper use of standard language. The standard for the use of formal language includes the simplicity or complexity of the language, tailored to the language proficiency of the target readers.

The third aspect is Design Standards. The design in textbooks includes the use of illustrations, page layout patterns, and cover images. The content pages should include clearly structured chapters and sub-chapters to enhance clarity, readability, and appeal. The book cover should feature the main title, author's name, and publisher's logo, with a design that is clear, readable, and attractive. The fourth aspect is Graphic Standards. The graphic standards cover the print quality for physical books and the electronic display for digital books, focusing on user-friendliness, safety, and comfort. Print quality includes format, printing, binding, and clean cutting to ensure durability and ease of use.

Techniques of Collecting Data

The data collection technique was carried out as follows:

1. Find the Textbook

In this study, the first step of the data-collecting technique was finding the textbook. The textbook chosen for this study was the English textbook entitled "Pathway to English" for eleventh-grade Senior High School students based on Merdeka Curriculum.

2. Read the Textbook

The next step was a thorough reading of the textbook manuscript to gain a comprehensive understanding of its content. The main goal of this step was to analyze each component of the material based on the evaluation criteria developed by BSKAP. This process was not only intended to understand the general content of the book but also to assess the extent to which the material aligns with educational standards, as well as to identify strengths and weaknesses in its presentation and relevance to the curriculum.

3. List the Themes

The final step in this process is listing the themes found in the textbook. This data listing process aims to systematically organize the themes that will become the focus of analysis based on the selected evaluation checklist. Each theme identified in the textbook will be analyzed in detail to assess how well it aligns with the established evaluation

criteria. This step is crucial to ensure that all aspects of the material in the textbook have been thoroughly evaluated.

The Trustworthiness of the Data

1. Methodological Triangulation

In this study, the researcher employed a methodological triangulation approach to ensure the reliability of the obtained data. According to Heale and Forbes (2013), methodological triangulation enhances the credibility of research findings by allowing researchers to utilize various data sources and methods to explore the same phenomenon from different perspectives. By integrating multiple methods or data collection techniques, methodological triangulation helps validate research findings and reduce biases that may arise when only one method is used.

2. Peer Debriefing

The next step in the research process is to conduct peer debriefing, which is a method for discussing the interim or final results obtained through analytical discussions. This debriefing session allows researchers to receive constructive feedback, which can be used as evaluative material to enhance the accuracy and credibility of the research findings. Additionally, this process encourages researchers to discuss their qualitative research findings so that they can be understood and appreciated by others, including peers and relevant stakeholders. Thus, peer debriefing serves as an important opportunity to enrich the understanding of the research results.

Techniques of Analyzing the Data

In this study, the data analysis was carried out following the guidelines proposed by Miles and Huberman. Miles and Huberman (1994) define analysis as consisting of three concurrent flows of activity: 1. Data Reduction 2. Data Display 3. Conclusion Drawing/Verification.

1. Data Reduction

Data reduction is the process of selecting and focusing on the data obtained from field notes. The data reduction process is carried out after all the data is collected from textbooks, interviews, and questionnaires. The data is then grouped, for example, textbook data is categorized according to content standards, presentation standards, design standards, and graphic standards. Likewise, the results from interviews and questionnaires are grouped and summarized according to the aspects relevant to the research.

2. Data Display

Data display is designed to present information systematically and in a way that is easily understood. The data presented by the researcher consists of the findings from the conducted research. In qualitative research, narrative text is most commonly used to display data. In this research, the data display is presented in tables and narratives. Tables are used to display the analysis of textbook conformity according to BSKAP standards, while narratives are used to present data from interviews and questionnaires at SMA Negeri 1 Pracimantoro.

3. Conclusion Drawing and Verification

The final stage after data display is drawing conclusions. The final conclusions in the research will not be drawn until the data collection process is complete. Conclusion drawing is based on all the data obtained from the field and the results of the research conducted.

Result and Discussion

Teaching Materials at SMA Negeri 1 Pracimantoro

Table 1 Teacher's Reports

No.	Code	Explanation
1.	D1	Teaching media: LCD/ slide presentation, textbooks, and WhatsApp group
2.	D2	Reasons for choosing the book <i>"Pathway to English"</i> by Erlangga: 1. It was a decision made by the school administration. 2. The government allows teachers and schools to use any textbooks (adjusted to the abilities of both teachers and students), and they are not required to come from the Ministry.
3.	D3	Advantages of the <i>"Pathway to English"</i> textbook: <ul style="list-style-type: none"> The reading materials are comprehensive, so teachers just need to select what suits the students' needs. Disadvantages of the <i>"Pathway to English"</i> textbook: <ul style="list-style-type: none"> The material is too broad and lacks specificity. The content relies heavily on technology such as QR codes and audio, which may not be compatible with the facilities available to the students.
4.	D4	Overall, this book aligns with the Merdeka Curriculum. However, for beginner-level students, it can be too challenging, especially for those who are less interested in learning English.

Conformity Contents of the Textbook with the BSKAP Standards

1. Content Standard

Table 2 Data Findings in the Textbook

No.	Pages	Code	Explanation
1.	4	D5	QR code to listen to audio about some people talking about their true stories with members of their family
2.	11	D6	Text entitled <i>"The Power of Flowers"</i>
3.	30	D7	Materials about Short Stories
4.	32	D8	QR code to access 2 kinds of exercises, remedials and learn more
5.	39	D9	Dialogues about tourist destination <i>"Borobudur Temple"</i>
6.	84	D10	The text discusses YouTube for children and teenagers.
7.	170	D11	Project entitled <i>"The World will be a Better Place without Hoaxes"</i>
8.	170	D12	Create a blog and write information correctly about various cultures and traditions in your region
9.	171	D13	Article about "Scam"
10.	191	D14	Text entitled <i>"Participating in the International Competitions Shows National Defense Act"</i>
11.	193	D15	Review materials about argumentative essay
12.	197	D16	Text entitled "Love, Buy, and Use Indonesian Products"
13.	200	D17	QR Code to watch a video about <i>"The Term of Mutual Assistance and Place of Origin"</i>
14.	206	D18	The article about <i>"Night Patrols"</i>

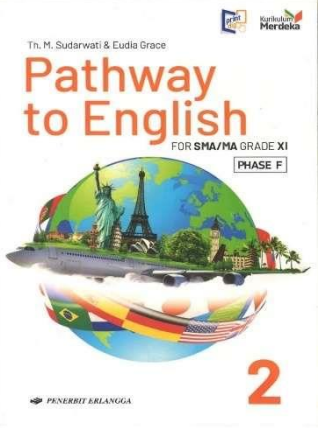
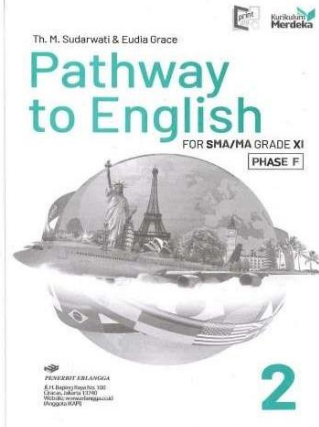
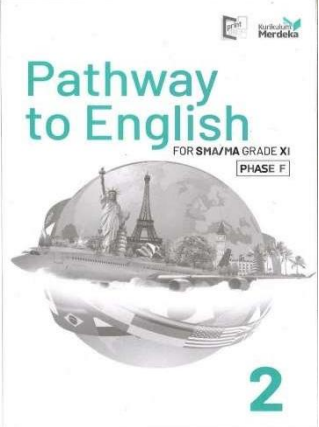
2. Standards for Textbook Presentation Assessment






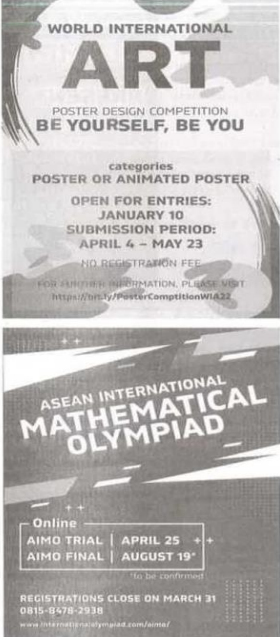
Table 3 Data Findings in the Textbook

No.	Pages	Code	Explanation
1.	53	D19	Review materials about “ <i>Descriptive Text</i> ”
2.	64	D20	Promoting a business through social media
3.	91	D21	Review materials about “ <i>Arguing a Point of View</i> ”
4.	203	D22	Review materials about Counterargument

3. Standards for Textbook Design Assessment

Table 4 Data Findings in the Textbook

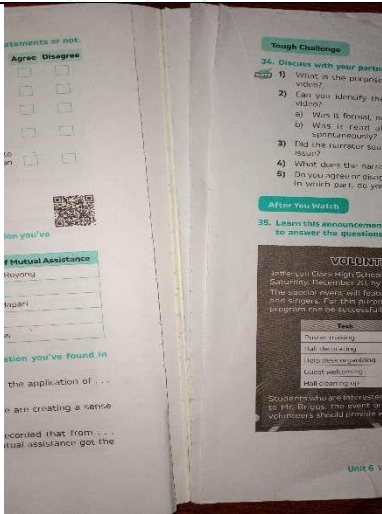
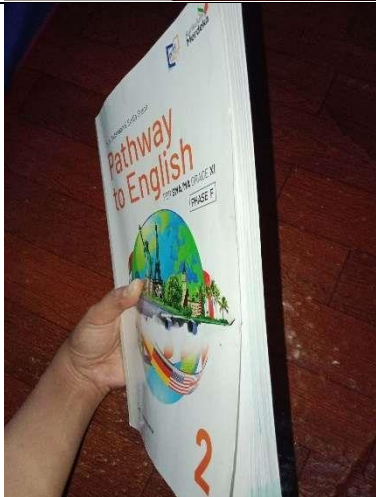
No.	Pages	Code	Explanation
1.	Front Cover	D23	
2.	Inner Cover	D24	
3.	French Page	D25	


4.	6	D26	
5.	39	D27	
6.	41	D28	
7.	47	D29	
8.	84	D30	
9.	189	D31	 <p>WORLD INTERNATIONAL ART POSTER DESIGN COMPETITION BE YOURSELF, BE YOU</p> <p>categories POSTER OR ANIMATED POSTER</p> <p>OPEN FOR ENTRIES: JANUARY 10</p> <p>SUBMISSION PERIOD: APRIL 4 – MAY 23</p> <p>NO REGISTRATION FEE</p> <p>FOR FURTHER INFORMATION, PLEASE VISIT http://www.PosterCompetitionWIA32</p> <p>ASEAN INTERNATIONAL MATHEMATICAL OLYMPIAD</p> <p>Online</p> <p>AIMO TRIAL APRIL 25 AIMO FINAL AUGUST 19*</p> <p><small>*to be confirmed</small></p> <p>REGISTRATIONS CLOSE ON MARCH 31 0815-9478-2938</p> <p>www.internationalolympiad.com/aimo/</p>

10.	199	D32	
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4. Standards for Textbook Graphics Assessment

Table 5 Data Findings in the Textbook

No.	Pages	Code	Explanation
1.	ii	D34	<p>Diterbitkan oleh Penerbit Erlangga Hak Cipta © 2022 pada Penerbit Erlangga</p> <p>Disusun oleh: Th. M. Sudarwati Eudia Grace</p> <p>Editor: R. Intan Al Baluni Dwi Wahyu Priyanto</p> <p>Buku ini diset dan dilayout oleh bagian Produksi Penerbit Erlangga dengan Mac Pro OS X (Gilam 11 pt)</p>
2.	Book Binding	D35	
3.	Book Cutting	D36	

4.	E-book Display	D37	
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Discussion

This research will discuss the alignment of the Pathway to English textbook based on Merdeka Curriculum as implemented at SMA Negeri 1 Pracimantoro with BSKAP Standards. Research findings indicate that the textbook supports the curriculum's goals by promoting critical thinking, using diverse text types and activities. The findings are consistent with previous studies by Mukrim Al-Ghozali (2023) and Irma Hidayah (2021), which emphasize the importance of curriculum-aligned content in fostering effective language learning. The Pathway to English textbook similarly aligns with BSKAP standards by meeting criteria for content, presentation, design, and graphics, although improvements are recommended in several areas.

1. Teaching Materials at SMA Negeri 1 Pracimantoro

The research findings indicate that the teaching media utilized include LCD presentations, textbooks, and WhatsApp groups (D1), supporting a range of teaching material formats. The selection of the Pathway to English textbook was made by the school administration, based on the flexibility provided by the Merdeka Curriculum, which allows teachers and schools to select textbooks that align with their students' abilities and school context rather than strictly using Ministry-issued books (D2). This decision reflects the curriculum's goal to adapt learning materials to better fit local needs.

In terms of strengths, the textbook provides comprehensive reading materials, allowing teachers to select content that suits specific student needs and aligns with Curriculum standards (D3). However, it also has notable weaknesses. Teachers reported that the material is too broad and lacks specificity, which may overwhelm students, particularly those with lower proficiency (D3). Additionally, the textbook's heavy reliance on technology, including QR codes and audio features, may pose a challenge for students who do not have access to adequate digital resources, thus impacting accessibility (D3).

While the textbook generally aligns with the Merdeka Curriculum, it may be too challenging for beginners, especially those less interested in learning English, which suggests a need for more differentiated or scaffolded content to cater to a wider range of student abilities (D4).

2. Conformity Contents of the Textbook with the BSKAP Standards

1) Content standards

1.1. Does not contradict the values of Pancasila

D14: Text entitled "Participating in the International Competitions Shows National Defense Act". The text demonstrates alignment with the values of the third principle of Pancasila, "Persatuan Indonesia".

1.2. Non-Discriminatory Based on Ethnicity, Religion, Race, and Inter-Group Relations (SARA)

D17: A QR Code to watch a video about “The Term of Mutual Assistance and Place of Origin,” for example in Java, it is referred to as "Gotong Royong." In line with that, D9 dialogues about "Borobudur Temple" also demonstrates Non-Discriminatory Based on Ethnicity, Religion, Race, and Inter-Group Relations (SARA).

1.3. Doesn't Contain Elements of Pornography

D10: The text discusses YouTube for children and teenagers.

There are sentence like: "there is little to no content control..." and "the risk for young users is that they will be exposed to improper videos without having requested access to such contents." This indicates that the book acknowledges the potential risks of online platforms but emphasizes that the content within this textbook itself does not contain any elements of pornography.

1.4. Doesn't Contain Elements of Violence

D18: The article about "Night Patrols"

There are sentence like "With night patrols, the neighborhood becomes safe from crime...It also prevents terrorism." The content encourages positive community efforts, indicating that the book is free from any elements of violence across all its material.

1.5. Doesn't Contain Hate Speech

D11: The project entitled "The World will be a Better Place without Hoaxes"

Includes in the second paragraph the sentence, "The spread of fake news often occurs on social media and affects people's mindset and causes social conflicts such as hate speech." The content actively discourages hate speech and advocates for responsible behavior online and in social settings.

1.6. Scientific Accuracy

Based on D7: "A short story is a narrative text... The purpose of narrative text is to entertain the readers or listeners with a story" (page 30). The accuracy referred to here is that the material presented aligns with the theme of the chapter.

1.7. Alignment with National Education Standards and the Applicable Curriculum

D12: “Create a blog and write information correctly about various cultures and traditions in your region to avoid some false myths about them” (page 170). This quote shows that the book aligns with national standards and the applicable curriculum as it encourages students to interact with their cultural environment, develop critical thinking skills, and use technology and digital platforms wisely.

1.8. Alignment with the Development of Science and Technology

Based on D5, “QR codes for listening to dialogues about true stories with members of their family” (page 4), it is evident that this textbook includes features that present technology in the form of QR codes to access online content as a learning media.

1.9. Alignment with Context and Environment

Based on data from D6: Narrative text titled “The Power of Flowers” (page Eleventh), it is evident that the textbook "Pathway to English" includes texts that align with context and environment.

1.10. Coherence between the Parts of the Book's Content

This is evident in D15: Material about Argumentative Text (definition, structure, and characteristics) (Page 193) and D16: “Argumentative text titled ‘Love, Buy, and Use Indonesian Products’” (Page 197). Based on the explanation above, it can be concluded that the material in each chapter of this textbook is interrelated and continuous. The materials are inseparable from one another.

2) Standards for Textbook Presentation Assessment

2.1. Appropriateness of Content Delivery in Accordance with the Target Readers

Based on D19: “Descriptive texts are texts about a city, a country, a famous destination, your puppet, your favorite food is referred to as description...Nowadays, people can enjoy

descriptive texts in the form of videos" (page 53). This quote shows that the material is delivered in easily understandable language, suitable for the target readers.

2.2. Appropriateness of Standard Language Usage

The standard language used in the book is easy for students to understand. Language that is easy for students to comprehend helps them grasp the material within it. This can be seen in D21: "A good argument begins with a statement of your point of view...." and "To make your thesis clear, introduce your point of view using the following expressions..." (Page 91).

2.3. Content Delivery in Accordance with the Students' Psychological Development and Language Proficiency Level

Based on D18: "Promoting a business through social media," "Find some creative friends or relatives to guide you in getting the video you need," and "Make a presentation reporting what you have learned..." (Page 64). It aligns with students' psychological development and language skills by involving real-world tasks like promoting a business and making presentations, using language and activities suited for the language proficiency level of eleventh-grade high school students.

2.4. Appropriate and Communicative Language Usage in Accordance with the Students' Language Proficiency Level

Based on D22: "First, you express your disagreement with an opposition of your thesis statement. Secondly, you turn back to re-affirm your argument" (page 203). The textbook uses the word "you" to directly address students, making the material feel more engaging and communicative. Additionally, the language used is simple and easy to understand, ensuring the material aligns with students' language proficiency.

3) Standards for Textbook Design Assessment

3.1. Use of Illustrations

Based on the data from D26 until D32, the illustrations in the "Pathway to English" textbook, including graphics, photos, infographics, and posters, are appropriately placed according to the content. However, they are all in black and white, making them less visually appealing for students.

3.2. Content Page Design

The content page design of "Pathway to English" meets the criteria for book anatomy, clarity, readability, and attractiveness. It includes all necessary elements such as title, copyright, and contents pages. Based on D6 (page 11), the design is clear and easy to read, but lacks appeal due to the black-and-white illustrations, which make it less engaging for students. Even-numbered pages show the book title beside the page number, while odd-numbered pages display the chapter title.

3.3. Book Cover Page Design

The book cover design follows the criteria for cover anatomy, clarity, readability, and attractiveness. It includes a French page with only the main title, followed by the main title page with the title, subtitle, author, publisher, publication year, and city. Based on D23: the front cover meets the design criteria with appealing colors, font choices, and illustrations, and the text is clear. However, the inner cover (D24) and French page (D25) are less attractive due to their black-and-white design, which does not match the colorful front cover.

4) Standards for Textbook Graphics Assessment

4.1. Format Quality

Based on D33, the format quality of this book can be seen from the prototype and its printed version. This book was published by Erlangga in 2022, with copyright information on the copyright page of the textbook. The book may have some shortcomings and could undergo revisions. Since it is the first edition for the Merdeka Curriculum, it may serve as a prototype or standard reference for future textbooks.

4.2. Print Quality

The print quality of this book is good, with consistent ink output, accurate materials, and no defective prints. However, the illustrations are in black-and-white, making some details less clear. The paper is white HVS with black ink, using Gilam font size 11pt, and is thick enough to prevent ink bleed-through. All material is fully printed without missing content.

4.3. Binding Quality

The binding quality of this book includes the strength of the binding and the correct order of the pages. Can be seen from D35, that the binding of this book is somewhat weak, as several pages at the end of the book have come loose, despite the book being used for only about two months since purchase. The page order in the book is correct, with page numbers arranged sequentially from the first to the last page.

4.4. Cutting or Trimming Quality

Basen on D36, the cutting or trimming quality of the "Pathway to English" textbook for Grade XI is demonstrated by the neatness and precision of the cuts along the trim lines. The paper cuts in this book are clean, with no pages being improperly cut or folded.

4.5. Electronic Book Display Quality

The "Pathway to English" textbook for Grade XI is not yet available for free access on Google or similar platforms (it can be seen in D27). The book can be accessed through the e-Library Erlangga app, a digital platform that provides a collection of books published by Erlangga. The system in the e-Library Erlangga app does not allow permanent downloads of the textbook but only offers the option to borrow it for a limited time.

Conclusion

The "Pathway to English" textbook for Eleventh graders aligns with the Merdeka Curriculum and meets most BSKAP standards. It effectively promotes critical thinking and real-world skills, offering comprehensive reading materials that support the curriculum's goals.

However, the textbook has some limitations. The material is too broad, making it difficult for some students to follow, and the reliance on technology can be a challenge for those with limited digital access. Additionally, the use of black-and-white illustrations reduces its visual appeal.

Recommendations include narrowing the content to make it more focused, reducing reliance on technology, and improving the design with more engaging visuals. These improvements would enhance the textbook's effectiveness and accessibility for all students.

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