



Relevance of Evaluation in *Rancagé Diajar Basa Sunda* Textbook for Sixth Graders with Operational Verbs in the Revised 2013 Curriculum

Tri Wahyu Juliana

Sundanese Language and Culture Education Graduate School, Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia
Email: triwahyujuliana@upi.edu

ABSTRACT

This research was motivated by the importance of the textbooks' role in the learning process. The conformity between the textbook's evaluation and curriculum is crucial. Numerous studies on textbooks evaluation have been previously conducted, but few studies focused on the evaluation of textbooks at the elementary school level. This study aimed to analyze and describe the relevance of *Rancagé Diajar Basa Sunda* (RDBS) textbook for the sixth-grade elementary school students with operational verbs in the 2013 curriculum, 2017 revision. The method used in this study was the descriptive analysis method with the literature study technique. The textbook which contains eight chapters, was used as the data source. The result of the study showed that the overall relevance of RDBS textbook with operational verbs in the Basic Competencies of 2013 curriculum (revised in 2017) is categorized as “good”, with an overall percentage of 65%. In each chapter, the relevance of the evaluation in chapter five (83%) and chapter six (80%) are considered excellent. Meanwhile, chapter two (60%) and chapter four (67%) are in good in category, and chapter one (56%) and chapter three (50%) are poor.

Keywords: *Curriculum, Evaluation, RDBS, Sundanese textbook.*

1. INTRODUCTION

In modern society, textbooks are crucial in creating literate society. The existence of textbooks is expected to fulfill and increase public interest in reading and literacy. According to Haerudin (2019), textbook is a schoolbook of a subject which is compiled by experts in their fields to achieve learning programs and objectives. Textbook is equipped with various learning tools, such as exercises and assignments for students. Directorate General of Primary and Secondary Education mentions that textbook is a set of writings made systematically containing a particular subject matter, which is prepared by the author using the applicable curriculum reference (Muslich, 2010). The substance presented in the book is derived from the competencies that must be mastered by students.

Tausiah, Rosita, Amanillah, and Sauri (2019) posits that a good textbook has at least learning instructions, competencies to be achieved, lesson content, supporting information, exercises, work instructions, evaluations,

and responses to evaluation results. Byrd in Meliawati and Hamied (2020) states that textbooks must be in accordance with the curriculum because of implementing the curriculum and its implementation in schools.

Qodra, Asnimar, and Laihat (2021) assert that evaluation is an activity carried out to determine the achievement of the specified learning objectives. The purpose of the evaluation is to collect information in terms of student learning outcomes and to determine the level of progress in the effectiveness of the learning process. Textbooks are arranged in several components, according to Prastowo (2019) there are five components in the textbook, namely titles, basic competencies, supporting information, practice questions, and assessments, and practice is one of the most important components of the textbook.

PLP in Basuki (2009) mentions that the test is said to be valid if it is in accordance with the basic competencies, learning materials, and indicators in the curriculum. According to the Regulation of the Minister of National Education 22 of 2006, basic competencies are the

minimum knowledge, skills, and attitudes that must be mastered by students to show that they have mastered the established competency standards (Nazar, 2019). Operational verbs are verbs that can be observed and measured later through the implementation of evaluation (Ananda, 2019). In line with that, this research was carried out to determine the relevance of evaluation in textbooks with operational verbs in the basic competencies of the 2013 curriculum, 2017 revision.

There have been many studies on textbooks, but there are still few that discuss Sundanese textbooks. Some of these studies were conducted by Hana Rabiatal Alawiyah (2020) and Mustari (2011). Both of these studies discuss textbooks but focus on different things, namely the relevance of content and the relevance of the material in textbooks. Likewise, what the researcher would do was in regard to the relevance of the evaluation of RDBS textbook in operational verbs in the 2013, 2017 revision, Basic Competencies curriculum. Therefore, the researcher tried to carry out research on one of the Sundanese language textbooks *Racagé Diajar Basa Sunda* (RDBS) for sixth-grade elementary students with problem limitations including the relevance of evaluation with operational verbs in the basic competencies 2013 curriculum, revised in 2017.

2. METHOD

The research employed descriptive analysis method which was regarded as qualitative research. The data were mined through literature study. The data were then analysed using content analysis technique. Unlike quantitative research with positivism, which only describes the surface of a reality, qualitative research seeks to comprehend human and social problems at their core. Considering that the researcher deciphers how the individual derives meaning from their environment and how that meaning affects their behaviour. The research was conducted in a natural setting, not the result of treatment or manipulation of the variables involved (Fadli, 2021). Descriptive method is a study conducted to find out the existence of independent variables, either only on one or more variables (stand-alone variables) without making comparisons and looking for relationships between these variables and other variables (Sugiyono, 2018).

The data source in this study was the textbook *Rancagé Diajar Basa Sunda* (RDBS) for sixth-grade elementary students written by Susi Budiawati, et al published in 2018 by PT Dunia Pustaka Jaya. This textbook refers to that of revised 2017 edition of the 2013 curriculum.

The technique in this study was a literature study technique. According to Sari and Asmendri (2020), literature study technique is a technique that is carried out by collecting information and data with the help of

Table 1. Assessment guidelines

Percentage	Category
86%-100%	Excellent
76%-85%	Good
60%-75%	Fair
55%-59%	Poor
54%	Very poor

various kinds of materials in the library such as reference books, similar previous research results, articles, notes, and various journals related to the problem to be solved. This activity is carried out systematically to collect, process, and infer data with certain methods/techniques in order to find answers to the problems faced.

The instrument used in the data analysis was the scoring criteria as Equation (1) (Apriliana, 2017).

$$P\% = \frac{\sum Q}{\sum R} \times 100\% \quad (1)$$

Note.

P% = Percentage obtained by each instrument analyzed

Q = Total score obtained from each instrument analyzed

R = The maximum number of scores obtained from each instrument analyzed

The results of the assessment with the percentage score were then categorized into a table of assessment guidelines as followed by Purwanto (Apriliana, 2017). It can be seen in Table 1.

3. FINDINGS AND DISCUSSION

After carrying out the data collection and analysis stage, some data were obtained regarding the relevance of the evaluation of the Sundanese language textbook RDBS year 4 elementary school with operational verbs in the basic competencies of the 2013 curriculum, the 2017 revised edition, the following data were obtained.

Based on the data above, it was found that the relevance of evaluation with operational verbs in the basic competencies of the 2013 revised 2017 curriculum reached 65% and was included in the sufficient category. It can be seen in Table 2.

The results of the analysis show that there are four relevant chapters (chapters 2, 4, 5, and 6) and two less relevant chapters (chapters 1 and 3). Chapters that are poor in relevance to basic competencies are chapters that present evaluations in textbooks that are less relevant to operational verbs in basic competencies. Chapter 2 is quite relevant to operational verbs, because operational verbs in basic competencies is "understanding and presenting" argumentative texts about unity in diversity. 60% of the worksheets or exercises presented in the

Table 2. Evaluation relevance with operational verbs in basic competencies

Theme	Basic Competencies		Operational Verbs	Category
Save living beings (theme 1)	3.1 Understanding the text of <i>carita pondok</i> about saving creatures.	4.1 Telling the contents of the of <i>carita pondok</i> text about saving creatures.	Understanding Telling	Poor
Unity in diversity (theme 2)	3.2 Understanding argumentative texts about unity in diversity (through observing pictures and video shows).	4.2 Presenting the content of argumentative text about unity in diversity.	Understanding Serving	Fair
Characters and inventors (theme 3)	3.3 Understanding parts of the biographical text of Sundanese figures as role models and pride.	4.3 Retelling the contents of biography text of a Sundanese characters.	Understanding Telling	Very poor
Globalization (theme 4)	3.4 Understanding descriptive text about globalization.	4.4 Retelling the content of the text about globalization.	Understanding Telling	Fair
Entrepreneurship (theme 5)	3.5 Understanding the interview text about entrepreneurship.	4.5 Presenting the text of the interview report about entrepreneurship.	Understanding Serving	Good
Public Health (theme 6)	3.6 Understanding speech texts about public health.	4.6 Read a speech about public health aloud.	Understanding Reading	Good

textbooks are relevant to the operational verbs in the basic competencies, namely the evaluation on page 30 (Group discussion and answer questions about the description of the argumentative text "*Ngahontal Objectives in Kabhinekaan*"), page 36 (Formulate questions based on the content of the argumentative text "*Kabhinekaan téh Anugrah*"), and page 37 (Make a summary of the argumentative text "*Kabhinekaan Teh Anugrah*"). Meanwhile, 40% of evaluations are less relevant to operational verbs in basic competencies, namely on page 32 and page 34 evaluations, both of which are less relevant because they do not relate to operational verbs in basic competencies but provides an evaluation of *rarangén tukang -ning/-ing* and active and passive sentences.

Chapter 3 is less relevant to operational verbs, because operational verbs in basic competencies is "understanding and telling" the biographical text of Sundanese figures as role models and pride. In the worksheets or exercises presented in the textbook, only 50% are relevant to operational verbs in basic competencies, while there are 50% less relevant evaluations. Such as evaluation on page 43 (Identify verb sentences and non-verb sentences), page 45 (searching for technology terms in the column provided), pages 46-47 (complete sentences using *ragam basa lemes*). Of the three evaluations, there is no presentation on the understanding or skills in telling biographical texts of Sundanese figures as role models and pride.

Chapter 4 is quite relevant to operational verbs, because operational verbs in basic competencies is "understanding and telling" descriptive texts about

globalization. In the worksheets or exercises presented in the textbook there are 67% relevant to operational verbs in basic competencies, namely evaluation on page 53 (group discussion and answering questions about the description of the descriptive text "Globalization"), page 54 (telling the descriptive text "Globalization"), page 55 (identifying the effects of globalization then discussing it with the group and presenting it in front of the class), and page 58 (telling the contents of a text about globalization entitled "Pengaruh Hadé Globalisasi"). Of the four evaluations, they are very relevant to operational verbs in basic competencies, because an evaluation is presented regarding answering questions about the descriptive text "Globalization", identifying the consequences of globalization, and narrates the content of argumentative texts about "Globalization" and "Pengaruh Hadé Globalisasi". Meanwhile, there are 33% evaluations that are less relevant to operational verbs in basic competencies, namely on page 32 and page 34 evaluations, both of which present evaluations on compiling *kalimah* into complete *kalimah* and arranging provided words into complete sentences.

Chapter 5 is relevant to operational verbs, because operational verbs in basic competencies is "understanding and presenting" interview texts about entrepreneurship. In the worksheets or exercises presented in the textbooks, 83% are relevant, namely the evaluation on page 65 (group discussion and answering questions about the description of the interview text between Kang Ganda and Bu Sari), page 66 (looking for reports on interview results from newspapers or magazines then presented in front of the class), page 66 (write question sentences in the interview text between

Kang Ganda and Bu Sari), page 68 (complete sentences with trade terms), and page 70 (arrange words into verb sentences). Of the five evaluations, they are very relevant to operational verbs in basic competencies, because evaluations are presented regarding answering questions about interview texts, presenting interview reports, and writing question sentences and words related to entrepreneur term. While there are only 27% of evaluations that are less relevant to operational verbs in basic competencies, namely on evaluation page 71 which presents an evaluation of applying proverbs to the sentences provided, this is certainly not relevant to operational verbs in the existing curriculum.

Chapter 6 is relevant to operational verbs, because operational verbs in basic competencies is "understanding and reading" speech texts about public health. In the worksheets or exercises presented in the textbook there are 80% relevant, namely the evaluation on page 76 (group discussion and answering questions about the description of the speech text provided), page 74 (reading the text of a speech about public health), page 79 (looking for terms health on the text of the speech provided), and pages 81-82 (practice reading the speech and reading it in front of family and friends). Of the four evaluations, they are very relevant to operational verbs in basic competencies, because evaluations are presented regarding answering questions about speech texts about public health, looking for health terms in the speech provided, and reading recs speeches about public health. Meanwhile, there are only 20% of evaluations that are less relevant to operational verbs in basic competencies, namely on evaluation pages 80-81 which present an evaluation of identifying *kalimah kaayaan* and which are not.

4. CONCLUSION

Based on the results of the analysis, it can be concluded that the relevance of the evaluation the *Rancagé Diajar Basa Sunda* (RDBS) textbook for sixth-grade elementary students with operational verbs in basic competencies of 2013 curriculum revised 2017 is in the sufficient category with a percentage of 65%. Each evaluation in each chapter has its own category. In terms of relevance of evaluation, what causes a chapter to be less or irrelevant between evaluation and operational verbs in basic competencies is based on the worksheets presented in the textbook. The relevance of the evaluation which is included in the good category is in chapter 5 (83%) and chapter 6 around (80%), which belongs to the sufficient category, namely in chapter 2 (60%) and chapter 4 (67%), and which is included in the less category, namely chapter 1 (56%) and chapter 3 (50%). With these results, it means that the evaluation of the *Rancagé Diajar Basa Sunda* textbook for sixth-grade elementary school is relevant to operational verbs in the basic competencies of the 2013 curriculum revision

2017. From these results we can see that this research basically only focuses on assessing the relevance of evaluation with operational verbs in basic competencies. Therefore, with this research, hopefully it can motivate other researchers to conduct further research on textbooks, especially Sundanese language textbooks at the elementary school level, both with the same book title or with different textbook titles.

ACKNOWLEDGMENTS

The author would like to thank all those who have helped and contributed to the process of completing this research. Hopefully this research can be useful, especially for writers, readers, and the academic community.

REFERENCES

- Ananda. (2019). *Perencanaan pembelajaran*. Medan: LPPPI.
- Apriliana, Y. (2017). *Analisis kelayakan isi dan bahasa buku teks siswa bahasa Indonesia kurikulum 2013 kelas VII SMP/MTs terbitan kementerian pendidikan dan kebudayaan RI edisi revisi 2017*. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(6), 704-713.
- Basuki, I. (2009). *Dasar-dasar evaluasi pembelajaran bahasa Indonesia*. Malang: Universitas Negeri Malang.
- Fadli, M. rijal. (2021). *Memahami desain metode penelitian kualitatif*. *Humanika*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1>
- Haerudin, D. (2019). *Panganteur kajian buku ajar basa Sunda*. Bandung: UPI PRESS.
- Meliawati, M., & Hamied, F. M. (2020). *Analisis konten pada buku teks bahasa inggris untuk kelas X berjudul bahasa inggris untuk SMA/MA/SMK/MAK kelas X*. *Jurnal Penelitian Pendidikan* 20(1), 83–90. <https://doi.org/10.17509/jpp.v20i1.24556>
- Muslich, M. (2010). *Pengembangan bahan ajar*. Malang: Elang Mas.
- Nazar. (2019). *Perencanaan pembelajaran kurikulum 2013*. Al-Azkiya: *Jurnal Ilmiah Pendidikan Mi/SD*, 4(2), 112-122. <https://doi.org/10.32505/azkiya.v4i2.1191>
- Prastowo, A. (2019). *Panduan kreatif membuat bahan ajar inovatif; Menciptakan metode pembelajaran yang menarik dan menyenangkan*. Yogyakarta: DIVA Press.

- Qodra, L. M., Asnimar, A., & Laihat, L. (2021). *Keterampilan berpikir tingkat tinggi pada evaluasi pembelajaran tematik yang digunakan guru kelas IV di SD Negeri 81 Palembang*. *Jurnal Inovasi Sekolah Dasar*, 8(1), 56-65. <https://doi.org/10.36706/jisd.v8i1.14367>
- Sari, M., & Asmendri. (2020). *Penelitian kepustakaan (library research) dalam penelitian pendidikan IPA*. *Natural Science: Jurnal Penelitian Bidang IPA dan Pendidikan IPA*, 6(1), 41-53. <https://doi.org/10.15548/NSC.V6I1.1555>
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Tausiah, H., Rosita, E., Amanillah, S., & Sauri, S. (2019). *Analysis of compiling textbooks for developing reading skills in arabic language*. *EDUTECH (Jurnal Educational Technology)*, 8(3). <https://doi.org/10.17509/e.v18i3.17501>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

