



Mapping of Themes in Indonesian Textbook Discourse for Independent Curriculum

Eko Purnomo^(✉), Atiqa Sabardila, and Markhamah

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

a310170150@student.ums.ac.id

Abstract. The theme is a building element in a discourse. Themes in textbooks need to be mapped out. This study aims to describe the distribution of themes in the text of the Independent Curriculum book. The data in this study were words, clauses, phrases, sentences, and paragraphs in the Indonesian textbook discourse *Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X* published by Kemendikbud-Ristek for the Independent Curriculum with themes. The data source for this research was a written document in an Indonesian language book for class 10 of the Independent Curriculum entitled *Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X* published by Kemendikbud-Ristek and written by Fadillah Tri Aulia Sefi Indra Gumilar in 2021. The data collection method in this study used the observation method with the note-taking technique as an advanced technique. The data validation technique used in this study was source and theory triangulation. The data analysis methods used in this research were the equivalent and distribution. Based on the research results, the themes in Indonesian textbooks for the Independent Curriculum are (1) the universe, (2) social problems in humor, (3) juvenile delinquency, (4) sacrifice, (5) negotiation, and (6) hero biography. The textbook's themes manifest in every material that will be studied. The most common theme in this textbook is the universe.

Keywords: theme · textbook · Indonesian language · Independent Curriculum

1 Introduction

Through the Ministry of Education, Culture, Research, and Technology, Indonesia made a breakthrough pioneered by Nadiem Makarim, independent learning. The independent learning policy was launched on December 11, 2019. The Minister of Education and Culture's version of independent learning is applying the curriculum in the learning process to be fun with the development of innovative thinking by teachers [1]. This independent learning policy seeks to improve teacher work efficiency, for example, by simplifying lesson plans. However, this policy requires teachers to readapt because the material for students is different or more concise.

In independent learning, teachers and students are subjects in the learning system. The teacher is not the primary source to measure the truth for students. Teachers and

students must be able to work together to seek the truth. The teacher's position in the classroom is not to plant or standardize the truth according to the teacher but to explore truth, reasoning power, and students' critical view of the world and phenomena. Teachers must choose suitable teaching materials for students.

The Ministry of Education and Culture published Indonesian language teaching materials to support independent learning. The teaching materials will be published in 2021 according to the independent curriculum concept. This curriculum was developed to produce millennials who can understand the material or knowledge taught by the teacher quickly and not just be good at remembering the teaching material provided by the teacher [2].

Learning and curriculum cannot be separated from textbooks. Textbooks are essential for students and teachers in the learning process. Textbooks are an important instrument in any language teaching program. In addition to curriculum and syllabus, textbooks are valuable tools for teachers and students [3]. Textbooks as learning resources are essential to pay attention to when planning and implementing learning because they describe the minimum effort that students and teachers must make to increase the efficiency and effectiveness of learning [4]. It aligns with [5], who stated that textbooks make it easier for educators to convey learning material to students. Therefore, textbooks function as books that contain academic knowledge to convey learning [6].

Textbooks are one of the learning materials that contain subject matter and are used to assist teachers and students in teaching and learning activities [7]. The existence of textbooks makes it easier for students to accept the subject delivered by the teacher. It can be concluded that a textbook is a set of materials that have fulfilled the learning material in a subject that is arranged based on the applicable curriculum.

Grade 10 Indonesian textbooks published by the Ministry of Education and Culture (Kemendikbud-Ristek) contain various themes. These themes are manifested in the discourse of the text. The distribution of themes needs to be adjusted to the material to be presented. A theme discourse contains the basic idea that builds a story. The theme is a general basic idea that supports a literary work, is contained in a systematic structure, and involves similarities or differences [8]. The theme is the same as the basic idea in the story. Ideas vary widely depending on each author. The development of ideas or the basis of the story can be based on moral teachings or the behavior of everyday life [9]. The selection of themes in the text used in textbooks is crucial for the development of students. Therefore, this study aims to describe the mapping of themes in Grade 10 textbooks published by the Kemendikbud-Ristek.

2 Method

This research was a qualitative type with descriptive techniques. In qualitative research, the data analyzed is in words found in the field [10–12]. Data is a research's most important instrument or element [13]. The data in this study were words, clauses, phrases, sentences, and paragraphs in the Indonesian textbook discourse *Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X (CCBBI)* published by Kemendikbud-Ristek for independent curriculum with themes. The data source for this research was a written document in an Indonesian language book for class 10 of the Independent Curriculum entitled *Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK*

Kelas X published by Kemendikbud-Ristek and written by Fadillah Tri Aulia Sefi Indra Gumilar in 2021. The data in this study were collected using the observation method, or according to [10], providing data by observing the use of language. The listening in this study focused on listening to the written language of all texts. The advanced technique was a note-taking technique. In this note-taking technique, the researchers recorded all the data collected in the data cards to make it easier to analyze. The researchers recorded all data related to theme mapping. The data validation technique in this study was a triangulation technique for checking the data's validity by utilizing something other than the data for checking purposes or as a comparison of the data. [12]. The triangulation technique used in this research was source triangulation and theory triangulation. The data analysis method used in this study was the equivalent method or a method whose determinants are outside, detached, and not part of the language in question [14]. The equivalent method used in this study was the equivalent referential method. The following is an example of data analysis in research.

Teman-teman, kali ini saya akan menyampaikan laporan hasil observasi yang telah dilakukan beberapa waktu lalu. **Objek yang diobservasi adalah belalang anggrek.** Pertama-tama, saya akan menyampaikan informasi umum terkait dengan belalang anggrek (CCBBI, 2021:4–5).

(Friends, this time, I will submit a report on the observations made some time ago. **The observed object is the orchid grasshopper.** First, I will provide general information related to the orchid locust). (CCBBI, 2021:4–5).

Example data (a) shows the existence of the theme of the universe in the Indonesian language textbook of the independence curriculum. Orchid grasshoppers are included in the insect group. The text is an observation report usually carried out in the open. Thus, the text is included in the text with the theme of the universe.

3 Results and Discussion

Based on the analysis of *Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK Kelas X*, there are six themes found, as described below.

3.1 The Theme of the Universe

The theme of the universe in the Indonesian language textbooks for class 10 of the Independent Curriculum is found on pages 1–26. The theme is the text in the chapter “Revealing Natural Facts Objectively.” In this theme, the texts are related to living things in this world. Living things are everything that exists on earth that can reproduce and adapt to the environment. The universe theme found in this CCBBI book includes four texts: “*Belalang Anggrek*,” “*Tonggeret*,” “*Kunang-Kunang*,” dan “*Kunang-Kunang yang Perlahan Menghilang*.”

“*Belalang Anggrek*” Text

“*Belalang Anggrek*” is one of the texts with the theme of the universe and is located on pages 4–5. Below is presented the text “*Belalang Anggrek*,” which supports this statement.

(1) Teman-teman, kali ini saya akan menyampaikan laporan hasil observasi yang telah dilakukan beberapa waktu lalu. **Objek yang diobservasi adalah belalang anggrek.** Pertama-tama, saya akan menyampaikan informasi umum terkait dengan belalang anggrek.

Belalang anggrek merupakan predator polifagus atau pemakan beberapa jenis mangsa. Mereka memangsa serangga lain yang bertubuh lebih kecil, seperti jangkrik, capung, lebah, dan lalat.

Saya akan menyampaikan **manfaat belalang anggrek.** Belalang anggrek berguna bagi manusia untuk membasmi hama berupa serangga. Karena keindahannya, belalang anggrek juga dijadikan peliharaan. (CCBBI, 2021: 4–5)

(Friends, this time I will submit a report on the results of observations that have been made some time ago. **The observed object is the orchid grasshopper.** First of all, I will provide general information related to the orchid locust.

Orchid grasshoppers are polyphagous predators or eat several types of prey. They prey on smaller insects, such as crickets, dragonflies, bees, and flies.

I will convey the **benefits of the orchid locust.** Orchid locusts are useful for humans to eradicate pests in the form of insects. Because of its beauty, the orchid grasshopper is also kept as a pet). (CCBBI, 2021: 4–5)

Data (1) is a quote from “*Belalang Anggrek.*” Orchid grasshopper is one type of animal in the insect group. The text is an observation report. It aligns with [15], developing observation report text media in animated video media with the theme “Creatures on Earth.” Examples of living things as objects of observation are presented to produce observation report texts. Observation reports are usually carried out in the open. Thus, the text is included in the text with the theme of the universe. The theme of the universe in textbooks is needed to shape student character education: pro-environmental behavior. The existence of character education, especially caring for the environment, is expected to make the younger generation care about the environment so that they can preserve nature [16].

“Tonggeret” Text

(2) **Tonggeret (*Cicadidae*) merupakan serangga** yang memiliki suara paling nyaring. Terdapat lebih dari 2.000 jenis tonggeret yang hidup di dunia. Setiap jenis tonggeret memiliki suara yang berbeda. **Tonggeret termasuk jenis hewan herbivora.** Tonggeret dewasa mengisap sari makanan dari batang pohon menggunakan mulutnya yang seperti jarum. Saat masih berbentuk nimfa, tonggeret menghisap cairan dari akar pohon untuk bertahan hidup. **Petani kerap memanfaatkan suara keras tonggeret sebagai pertanda kemarau akan datang.** (CCBBI, 2021: 4–5)

(Cicadas (*Cicadidae*) are insects that have the loudest voices. There are more than 2,000 species of cicadas that live in the world. Each type of katydid has a different sound. **The katydid is a herbivorous animal.** Adult cicadas suck food from tree trunks using their needle-like mouthparts. While still in the form of a nymph, the katydid sucks sap from tree roots to survive. **Farmers often take**

advantage of the loud sound of cicadas as a sign of an impending drought). (CCBBI, 2021: 4–5)

Data (2) is included in a text with the theme of the universe. Data text (2) discusses the habitat of the cicadas, a type of insect. Farmers use the sound of the cicadas as a sign that the dry season is coming. If the sound of cicadas starts to appear, the farmers will plant crops together because the coming season is dry. It can be concluded that it is a text with the theme of the universe, which discusses the habitat and benefits of cicadas. Farmers cannot be separated from the interference of nature. It aligns with [17] that humans are responsible for the sustainability of the universe. It means that the farmers in their profession depend on the universe because it is part of God's work to be preserved it so that it remains harmonious.

“Kunang-Kunang” and “Kunang-Kunang Perlahan Menghilang” Texts

(3) **Kunang-kunang merupakan jenis serangga** yang dapat mengeluarkan cahaya yang jelas terlihat saat malam hari. **Makanan kunang-kunang adalah cairan tumbuhan, siput-siputan kecil, seran. Kunang-kunang juga membantu petani** dalam proses penyerbukan dan sebagai pembasmi hama alami (CCBBI, 2021: 10–12).

(Fireflies are a type of insect that can emit a clear light that can be seen at night. Firefly food is liquid plants, small snails, and seran. Fireflies also help farmers in the pollination process and act as natural pest control). (CCBBI, 2021: 10–12).

(4) **Penyebab pertama kepunahan kunang-kunang** adalah hilangnya habitat hidup kunang-kunang. Kunang-kunang menderita karena habitat yang menjadi tempat untuk menyelesaikan siklus hidupnya telah menghilang. **Penggunaan insektisida** juga berperan dalam penurunan populasi kunang-kunang (CCBBI, 2021: 12–13).

(The first cause of firefly extinction is the loss of their habitat. Fireflies are suffering because the habitat where they complete their life cycle has disappeared. **The use of insecticides** also plays a role in reducing the firefly population). (CCBBI, 2021: 12–13).

Data (3) includes one of the observation reports. The text discusses fireflies. Fireflies are also included in insects. Farmers use fireflies as a pollination process and eradicate natural pests without the help of pesticides. For example, data (4) discusses the research that caused the extinction of fireflies on this earth. Currently, the population of fireflies has decreased very drastically. The extinction of these fireflies occurred due to human activities that used excessive pesticides, so the environmental damage in various regions of the world has reached an alarming level, so efforts are needed to prevent these environmental problems [16]. Therefore, it can be concluded that the text is a type of text with the theme of the universe because it discusses living things in the form of fireflies.

3.2 The Theme of Social Issues in Humor

Social problems arise in a particular society. Social issues that are often discussed are economic, political, and educational issues. Social problems continue to grow and develop

in society [18]. In the following, data is presented that contains the theme of social problems in the book *Cerdas Cergas Berbahasa dan Bersastra Indonesia SMA/SMK untuk kelas X*.

(5) **Anak saya itu memang jarang liburan.** Saya bawa ke tempat kerja saja, menurut dia itu tamasya. Dari pagi sampai sore, dia anteng nyusun lego, pakai batu bata. Kalau orang lain nyusun lego, anak-anak, ya jadi robot, **anak saya jadi pos ronda.** (CCBBI, 2021: 30–31).

(**My son rarely goes on vacation.** I just took it to work, according to him it was an outing. From morning to evening, he calmly assembles Legos using bricks. If other people put Legos together, the children will become robots, **my child will become a patrol post.**) (CCBBI, 2021: 30–31).

(6) Andreas: Apa kau yakin? **Korupsi kecil saja tidak pernah?** Orlin: Mana ada korupsi kecil? Mau besar atau kecil ya tetap saja korupsi. Andreas: Apa kau lupa? **Kemarin di kantin kulihat kau makan empat kue, tapi hanya bayar untuk tiga kue.** Orlin: **Ah, kecil saja itu, cuma lima ratus rupiah.** (CCBBI, 2021: 39).

(Andreas: Are you sure? **Never even a little corruption?** Orlin: Where is petty corruption? Whether it's big or small, it's still corruption. Andreas: Did you forget? **Yesterday in the cafeteria I saw you eat four cakes, but only pay for three cakes.** Orlin: **Ah, that's small, only five hundred rupiahs.**) (CCBBI, 2021: 39).

Data (5) contains an anecdote titled “*Liburan Kuli Bangunan.*” The contents of the text are parents who complain that their children cannot go on vacation. For their children, joining their parents to work on building projects is a vacation. The text has the theme of social problems regarding poverty experienced by a family. Parents cannot meet their children's holiday needs due to economic limitations.

Data (6) shows Andreas' dialogue with Orlin discussing petty corruption. Orlin does not believe that there is petty corruption. For him, corruption is a crime of great value. However, Andreas explained that petty corruption existed, for example, when he saw Orlin eating four cakes, but he only paid for three cakes. It is included in the example of petty corruption. Corruption is a disease that is still common in Indonesia. The text can teach students to be honest from an early age. Even if it is only a tiny amount, corruption still needs to be eradicated because it can become a big problem for the following order of life. Besides, corruption can be a source of big problems. However, individuals who commit corruption can be said to be the source of the problem [19].

3.3 The Theme of Juvenile Delinquency

(7) Kebanyakan **pasien tersebut kecanduan gim ekstrem.** Mereka tidak mau makan hingga tak mau sekolah. Kalaupun sekolah, mereka ingin segera pulang untuk bermain gim. “Ada yang niat ke sekolah itu untuk main gim. Karena di sekolah ada wifi gratis. Sedangkan di rumah sudah diputus orang tuanya,” kata Aliyah. (CCBBI, 2021: 35).

(Most of **these patients are addicted to extreme games.** They don't want to eat so they don't want to go to school. Even if they go to school, they want to go home

immediately to play games. “There are those who intend to go to the school to play games. Because at school there is free wifi. Meanwhile, at home, their parents have already separated,” said Aliyah). (CCBBI, 2021: 35).

Data (7) is a news text that discusses the impact of playing games that are too extreme. In this modern era, the game is an alternative game that is easy to access. With broad internet access, children are free to play games. The text states that many children today are contaminated with video games on their gadgets. Playing this game causes children to be lazy at school and want to go to school because of free wifi to play games. Addiction to online games can interfere with student activities. Students will be lazy to go to school and often skip classes. In addition, students will also be lazy to find information about the lesson and not do the assignments given by the teacher [20]. If it is not immediately prevented, children addicted to games will damage their morale and mentality. It can be concluded that the text above is a text with the theme of juvenile delinquency.

3.4 The Theme of Sacrifice

(8) **Siang-malam ia bersamadi di batu karang**, di antara percikan buih, debur ombak, angin, gelombang dan badai topan. Ia memohon kepada Sang Pencipta agar diberi sebuah pulau. Pulau itu akan menjadi tempat bermukim bagi anak-cucu dan keturunannya, kelak. “Tidak. Aku tak punya keinginan pribadi, tapi untuk masa depan anak-cucuku nanti....” Lalu, Datu Mabrur menceritakan maksud pertapaannya selama ini. (CCBBI, 2021: 56–58).

(**Day and night he spent time on the rocks**, among the splashes of foam, crashing waves, wind, waves, and hurricanes. He begged the Creator to be given an island. The island will become a place to live for their children and grandchildren in the future. “Not. I have no personal wishes, but for the future of my children and grandchildren later...” Then, Datu Mabrur explained the purpose of his hermitage so far). (CCBBI, 2021: 56–58).

Data (8) contains the theme of sacrifice. The text is a saga. Datu Mabrur meditated on a rock for days to find a place to live for his future grandchildren. He is willing to be cold and under attack from the Swordfish King. What Datu Mabrur did was an attitude of sacrifice for his future children and grandchildren. So, the data (8) text contains the theme of genuine patience from Datu Mabrur.

3.5 The Theme of Negotiation

The theme of negotiation is the theme of bargaining in social activities carried out by an individual or group to get a decision that all parties can agree upon.

(9) Pembeli: “Pak, saya mau beli sepatu ini, berapa harganya?” Penjual: “Oh, silakan. **Sepatu yang itu harganya 300 ribu, Mas.**” Pembeli: “**Wah, apa harganya boleh saya tawar, Pak?**” Penjual: “Hmmm, boleh. Mau nawar berapa, Mas?” (CCBBI, 2021: 84).

Buyer: “Sir, I want to buy this shoe, how much is it?” Salesperson: “Oh, please. **Those shoes cost 300 thousand, Mas.**” Buyer: “**Well, what price may I bargain, sir?**” Seller: “Hmmm, okay. How much do you want to bid, Mas?”). (CCBBI, 2021: 84).

Data (9) shows an interaction between the seller and the buyer. The text contains a shoe seller and a buyer. The buyer wants to bid on the shoes he will buy. This process is a negotiation, so it can be concluded that the text has the theme of negotiation. In negotiating, it is necessary to use polite language so that the process can run smoothly [21].

3.6 The Theme of Hero Biography

(10) **R.A. Kartini mempunyai nama lengkap Raden Ajeng Kartini Djojo Adhiningrat**, ia lahir pada tanggal 21 April 1879 di Mayong, Jepara, Jawa Tengah. Ayahnya bernama Raden Mas Adipati Ario Sosroningrat yang merupakan seorang bupati Jepara kala itu. Ibunya bernama M.A. Ngasirah, putri dari Nyai Haji Siti Aminah dan Kyai Haji Madirono, seorang guru agama di Telukawur, Jepara. (CCBBI, 2021: 130–132).

(R.A. Kartini’s full name is Raden Ajeng Kartini Djojo Adhiningrat, she was born on April 21, 1879, in Mayong, Jepara, Central Java. His father’s name was Raden Mas Adipati Ario Sosroningrat, and he was a regent of Jepara at that time. His mother was named M.A. Ngasirah, the daughter of Nyai Haji Siti Aminah and Kyai Haji Madirono, a religion teacher in Telukawur, Jepara). (CCBBI, 2021: 130–132).

Data (10) describes the life history of R.A. Kartini. The text discussed when R.A. Kartini was born and how she lived. R.A. Kartini is one of the Indonesian heroes who fight for the welfare of Indonesian women. Kartini felt that women’s position should be equal to men’s. So, the text is the theme text of the hero biography.

Theme textbooks are something interesting to talk about. Readers will feel happy to read and study the text if a topic has an interesting theme. However, if the text contains undeveloped themes or themes from the past, it will not be easy to enjoy today. In this study, the themes presented are very relevant to student development. It can be seen from the text examples used in textbooks.

The results of this study have relevance to previous research. This research is related to research conducted by [22], where both conducted a study on grade 10 Indonesian textbooks. [22] found themes of the universe, the attitude of good citizens, the art of arguing in economic and political forums, social criticism through humor, the art of negotiating in entrepreneurship, and the use of text in real life. This study found the theme of the universe, social problems in humor, juvenile delinquency, the theme of sacrifice, the theme of negotiation, and the theme of hero biography. This study is differ from [22] in the data sources used. [22] uses Indonesian books that use the 2013 Curriculum, while this study uses Indonesian books in the Independent Curriculum.

This research also relates to [23]. The previous study used analysis based on levels of organic, social, divine, social, and physical themes. This research found the themes

of the universe, social problems in humor, juvenile delinquency, the theme of sacrifice, the theme of negotiation, and the theme of hero biography. The difference between this research and [23] lies in the results of the theme analysis. This study analyzes themes based on the text presented, while [23] examines themes based on their level.

This research and research by [24] found themes in a textbook. [24] show that the theme of scientific literacy in the Class 10 High School Biology book in Bandung is scientific knowledge, science as a way of thinking, the interaction of science, technology, and society, and the nature of science. However, this research finds the themes of the universe, social problems in humor, juvenile delinquency, the theme of sacrifice, the theme of negotiation, and the theme of hero biography.

4 Conclusion

Based on the research results, it can be concluded that the Indonesian textbook *Cerdas Cergas Berbahasa dan Bersastra Indonesia untuk SMA/SMK kelas X* contains six themes in the text presented. The six texts cover themes: (1) the universe, (2) social problems in humor, (3) juvenile delinquency, (4) sacrifice, (5) negotiation, and (6) hero biography. The textbook's themes manifest in every material that will be studied. The most common theme in this textbook is the universe.

Acknowledgement. The authors would like to express gratitude to Universitas Muhammadiyah Surakarta for the funding for our publication. Thus, it can be a forum for authors to develop research.

Author's Contribution. Eko Purnomo, as the first author, contributed to designing, conducting research, collecting, and analyzing data. Atiqa Sabardila, as the second author, contributed to reviewing and proofreading the article. Markhamah, as the third author, contributed to reviewing articles.

References

1. M. Saleh, "Merdeka Belajar di Tengah Pandemi Covid-19", Pros. Semin. Nas. Hardiknas, vol. 1, pp. 51–56, 2020, [Online]. Available: <http://proceedings.ideaspublishing.co.id/index.php/hardiknas/article/view/8>.
2. Y. Indarta, N. Jalinus, A. D. Samala, A. R. Riyanda, and N. H. Adi, "Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0", Eduktif J. Ilmu Pendidik., vol. 4, no. 2, pp. 3011–3024, 2022.
3. D. Rinjaya and S. S. Halimi, "An Evaluation of Indonesian Textbooks Using Revised Bloom's Taxonomy", OKARA J. Bhs. dan Sastra, vol. 16, no. 1, pp. 1–18, 2022, doi: <https://doi.org/10.19105/ojbs.v16i1.5813>.
4. G. S. Pratama and H. Retnawati, "Urgency of Higher Order Thinking Skills (HOTS) Content Analysis in Mathematics Textbook", J. Phys. Conf. Ser., vol. 1097, no. 1, pp. 1–8, 2018, doi: <https://doi.org/10.1088/1742-6596/1097/1/012147>.

5. N. M. Nisak, M. B. U. B. Arifin, E. F. Fahyuni, and I. M. Rahmawati, "The Development of Comic Formatted Fiqh Textbook for Islamic Elementary School", *Eur. J. Educ. Stud.*, vol. 8, no. 1, pp. 114–125, 2021, doi: <https://doi.org/10.46827/ejes.v8i1.3513>.
6. Falkner, "Racialized space and discourse in the picture books of Ezra Jack Keats", *J. Soc. Stud. Res.*, vol. 42, no. 2, pp. 171–184, 2018, doi: <https://doi.org/10.1016/j.jssr.2017.05.006>.
7. M. Febriani, "Kesesuaian Materi Apresiasi Sastra pada Buku Teks Bahasa Indonesia SMP Kurikulum 2013", *J. Pendidik. Bhs. Indones.*, vol. 6, no. 2, p. 123, 2018, doi: <https://doi.org/10.30659/j.6.2.123-137>.
8. D. Hartoko and B. Rahmanto, *Pemandu Didunia Sastra*, Yogyakarta: Kanisius, 1986.
9. Suhendra and P. Supinah, *Pendekatan Teori Sejarah dan Apresiasi Sastra Indonesia*, Bandung: Penerbit Pionir Jaya, 1993.
10. Mahsun, *Metode Penelitian Bahasa: Tahapan, Strategi, Metode, dan Tekniknya*, Jakarta: Raja Grafindo Persada, 2019.
11. Sugiyono, *Metode Penelitian Kuantitatif*, Bandung: Alfabeta, 2018.
12. L. Moelong, *Metodologi Penelitian Pendidikan Edisi Revisi*, Bandung: Remaja Rosdakarya, 2017.
13. M. Nazir, *Metode Penelitian*, Bogor: Ghalia Indonesia, 2011.
14. Sudaryanto, *Metode dan Aneka Teknik Analisis Bahasa*, Yogyakarta: Duta Wacana University Press, 2015.
15. B. Prasetyo and I. Baehaqie, "Pengembangan Media Video Animasi untuk Pembelajaran Memproduksi Teks Laporan Hasil Observasi", *J. Pendidik. Bhs. dan Sastra Indones.*, vol. 6, no. 2, pp. 34–40, 2017, doi: <https://doi.org/10.1007/s11010-011-1216-4>.
16. Larasati and D. Yulianti, "Pengembangan Bahan Ajar Sains (Fisika) Tema Alam Semesta Terintegrasi Karakter dan Berwawasan Konservasi", *Unnes Phys. Educ. J.*, vol. 3, no. 2, pp. 26–33, 2014.
17. Rahman, A. O. Tenriawaru, and A. Ahmadin, "Pengarusutamaan Ekopedagogik pada Keluarga Petani di Desa Bulutellue Kecamatan Bulupoddo Kabupaten Sinjai", *Indones. J. Soc. Sci. Educ.*, vol. 4, no. 2, pp. 179–190, 2022.
18. M. Wijayanti and R. N. Dermawan, "Masalah Sosial dan Kritik Sosial dalam Naskah Drama Monolog Sarimin Karya Agus Noor: Sebuah Tinjauan Sosiologi Sastra", *Caraka*, vol. 5, no. 2, pp. 62–79, 2019, doi: <https://doi.org/10.30738/caraka.v5i2.4834>.
19. M. Taftazani, "Masalah Sosial dan Wirausaha Sosial", *Share Soc. Work J.*, vol. 7, no. 1, pp. 90–101, 2017, doi: <https://doi.org/10.24198/share.v7i1.13822>.
20. S. W. Adiningtiyas, "Peran Guru dalam Mengatasi Kecanduan Game Online", *KOPASTA J. Progr. Stud. Bimbing. Konseling*, vol. 4, no. 1, pp. 28–40, 2017, doi: <https://doi.org/10.33373/kop.v4i1.1121>.
21. F. Cahyaningrum, "Kesantunan Berbahasa Siswa dalam Konteks Negosiasi di Sekolah Menengah Atas", *J. Pena Indones.*, vol. 4, no. 1, pp. 1–23, 2018.
22. Riangsari and M. Sufanti, "Jenis dan Tema Teks dalam Buku Siswa Bahasa Indonesia Ekspresi Diri dan Akademik SMA Kelas X serta Relevansinya dengan Kompetensi Kurikulum 2013", *Kaji. Linguist. dan Sastra*, vol. 27, no. 1, pp. 15–27, 2013.
23. O. M. Widjaja and R. J. Dambudjai, "Analisis Tema dan Amanat dalam Novel 'Jangan Pergi, Lara' Oleh Mira Widjaja", *J. Elektron. Fak. Sastra Univ. SAM Ratulangi*, vol. 1, no. 1, pp. 1–21, 2018, [Online]. Available: <https://ejournal.unsrat.ac.id>.
24. Y. H. Adisendjaja, "Analisis Buku Ajar Biologi SMA Kelas X di Kota Bandung Berdasarkan Literasi Sains", *J. BIO-UPI*, pp. 1–13, 2010.

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.

