

Review of Teacher and Student Textbooks in the Independent Curriculum at the Senior High School Level

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ABSTRACT

The Merdeka Curriculum is a new curriculum introduced by the Ministry of Education and Culture to improve the quality of education in Indonesia. This curriculum provides freedom for educational units and teachers to develop students' potential according to their interests and talents, and the material taught is also essential material. The Merdeka Curriculum will begin to be implemented in the 2023/2024 academic year for new students at the SMA/SMK level. To support the implementation of the Independent Curriculum, the Ministry of Education and Culture has compiled and published teacher guidebooks and student books for all subjects. These books can be downloaded for free via the internet. The review of books by Independent Curriculum teachers and students aims to examine the content, structure and quality of these books from various aspects, such as conformity with competency standards, relevance to students' needs, readability, understandability and the relationship between concepts. This study also provides suggestions and recommendations for improving these books to make them more effective and efficient in the learning process. It is hoped that this study can provide input for the Ministry of Education and Culture, education units, teachers and students in implementing the Independent Curriculum.

ABSTRAK

Kurikulum Merdeka merupakan kurikulum baru yang diperkenalkan oleh Kementerian Pendidikan dan Kebudayaan untuk meningkatkan mutu pendidikan di Indonesia. Kurikulum ini memberikan keleluasaan bagi satuan pendidikan dan guru untuk mengembangkan potensi siswa sesuai minat dan bakatnya, serta materi yang diajarkan juga merupakan materi yang esensial. Kurikulum Merdeka akan mulai diimplementasikan pada tahun ajaran 2023/2024 untuk siswa baru jenjang SMA/SMK. Untuk mendukung implementasi Kurikulum Merdeka, Kementerian Pendidikan dan Kebudayaan telah menyusun dan menerbitkan buku panduan guru dan buku siswa untuk semua mata pelajaran. Buku-buku tersebut dapat diunduh secara gratis melalui internet. Telaah buku oleh guru dan siswa Kurikulum Merdeka bertujuan untuk mengkaji isi, struktur, dan mutu buku-buku tersebut dari berbagai aspek, seperti kesesuaian dengan standar kompetensi, relevansi dengan kebutuhan siswa, keterbacaan, keterpahaman, dan keterkaitan antarkonsep. Telaah ini juga memberikan saran

dan rekomendasi untuk penyempurnaan buku-buku tersebut agar lebih efektif dan efisien dalam proses pembelajaran. Diharapkan penelitian ini dapat memberikan masukan bagi Kementerian Pendidikan dan Kebudayaan, satuan pendidikan, guru dan peserta didik dalam implementasi Kurikulum Merdeka.

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A. PENDAHULUAN

The review of teacher and student textbooks in the Independent Curriculum at the senior high school level reflects the importance of evaluating the learning materials presented to teachers and students. In the context of the Independent Curriculum, the government strives to develop an educational system that is more flexible and relevant to contemporary needs, making the evaluation of teacher and student books essential.

The purpose of reviewing teacher and student textbooks is to ensure that the learning materials provided align with the established competency standards, are easy for teachers to understand, and offer students a clear comprehension. By conducting this review, stakeholders can identify the strengths and weaknesses in the existing learning materials and make the necessary improvements or adjustments.

Furthermore, the review of teacher and student books also helps in assessing the extent to which these books support an active, creative, effective, and enjoyable learning approach (commonly known by the acronym PAKEM). Thus, the evaluation of teacher and student textbooks is a crucial step to ensure that the education provided at the senior high school level aligns with the vision and mission of the Independent Curriculum, which is to produce a generation that is intelligent, creative, and highly competitive.

B. METHOD

This article is written with an emphasis on the use of books, journals, and other relevant sources related to the discussion on the review of teacher and student textbooks in the Independent Curriculum at the senior high school level. It is also supported by the knowledge and insights gained by the author during their academic studies.

C. RESULTS AND DISCUSSION

1. Basic Concept of the Independent Curriculum

The Independent Curriculum is an initiative of the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced in 2020. This curriculum is designed to provide schools with the freedom to design curricula and learning processes in accordance with the needs and potential of local students.

The Independent Curriculum aims to improve the quality of education by prioritizing the development of character, skills, and knowledge relevant to the world of work. Within this curriculum, schools are granted the autonomy to determine subjects, learning methods, and to adapt the curriculum to local needs and student interests. This is expected to enhance student engagement in the learning process and prepare them to face the demands of an ever-evolving job market.

However, the implementation of the Independent Curriculum also presents several challenges, such as the need for teacher training to develop curricula that align with the principles of the Independent Curriculum, as well as ensuring that national education standards continue to be met. Moreover, supervision and evaluation of the curriculum's implementation are also crucial to ensure that the objectives of national education are achieved.

2. Content Analysis of Teacher's Book in the Independent Curriculum at the Senior High School Level

In the Independent Curriculum, content analysis of the teacher's book plays an important role in understanding the approach and learning content presented to students. In analyzing the content of the teacher's book, several aspects can be evaluated:

1) Learning Objectives

The teacher's book in the Independent Curriculum must have clear learning objectives that align with the established competency standards. The analysis involves checking whether the learning objectives meet student needs and lead to the development of relevant skills.

- 2) **Structure and Presentation of Material**
The teacher's book should have an organized structure, and the material should be presented in a manner that is easy for students to understand. This analysis evaluates whether the material is presented systematically, uses appropriate language, and facilitates good comprehension.
- 3) **Relevance to Social and Cultural Contexts**
The Independent Curriculum may emphasize the connection between learning and the social and cultural contexts of Indonesia. Analysis of the teacher's book involves checking whether the learning content appropriately reflects cultural richness and local values.
- 4) **Selection of Learning Methods**
The teacher's book should provide guidelines on effective learning methods. This analysis evaluates whether the teacher's book presents a variety of learning methods appropriate to the material and capable of stimulating student interest and participation.
- 5) **Evaluation and Assessment**
The teacher's book should provide guidelines on how to assess student understanding and offer fair evaluation. This analysis involves checking whether there are clear instructions regarding the types of assessments used and how the results will be interpreted.
- 6) **Inclusivity and Diversity**
The analysis can also examine the extent to which the teacher's book pays attention to inclusivity, whether the learning material accommodates student diversity, including students with special needs.
- 7) **Use of Technology and Resources**
If the Independent Curriculum integrates technology into learning, content analysis of the teacher's book may also examine the extent to which the book guides the effective use of

technology and digital learning resources.

3. Evaluation of Content Integration and Teaching Approaches in the Independent Curriculum

The evaluation of content integration and teaching approaches in the Independent Curriculum can be conducted through several key aspects:

- 1) **Content Integration**
 - a) **Material Relevance:** Evaluation can examine the extent to which the taught material is relevant to current needs and demands.
 - b) **Interconnection Between Materials:** Assessment can be made on the interrelation between topics so that students can understand concepts in a comprehensive and integrated manner.
- 2) **Teaching Approaches**
 - a) **Learning Activities:** Measuring the effectiveness of learning activities that actively involve students, such as group discussions, projects, or experiments.
 - b) **Use of Technology:** Assessing the extent to which technology is used in teaching to enhance student engagement and enrich the learning process.
 - c) **Teacher Support:** Identifying teacher support in implementing innovative and interactive teaching approaches.
- 3) **Learning Outcomes Evaluation:**
 - a) **Student Achievement:** Assessing student achievement in understanding the material and applying the acquired skills.
 - b) **Character Development:** Measuring the development of student character, such as creativity, leadership, and courage in taking on responsibilities.
- 4) **Stakeholder Participation:**
 - a) **Role of Parents:** Evaluating the level of parental participation in supporting learning at home and at school.
 - b) **Role of the Community:** Assessing the support and involvement of the community in fostering education in the local area.
- 5) **Teacher Monitoring and Assessment:**

- a) Training and Development: Measuring the level of training and development provided to teachers to support the implementation of the Independent Curriculum.
- b) Teacher Understanding: Evaluating teachers' understanding of the principles of the Independent Curriculum and their ability to apply them in teaching.

Evaluating the integration of content and teaching approaches in the Independent Curriculum is essential to ensure that the education provided aligns with the needs and development of students and fosters a learning environment that is inclusive, innovative, and relevant to the demands of the times.

4. Structure and Presentation of Material in Student Textbooks in the Independent Curriculum at the Senior High School Level

In the Independent Curriculum, the structure and presentation of material in student textbooks follow a flexible and innovative approach. Student books are designed to provide a more engaging and relevant learning experience for students. The following are several aspects that may be discussed regarding the structure and presentation of material in student books within the Independent Curriculum:

- 1) Contextual Approach
Student textbooks in the Independent Curriculum integrate learning content into the real-life contexts of students. The material is presented by linking it to everyday situations, stimulating students' interest and motivation to learn.
- 2) Collaboration and Interaction
Student books encourage collaboration between students and teachers, as well as among fellow students. The material is designed to stimulate discussion, cooperation, and project-based learning, enabling students to construct knowledge collectively.
- 3) Use of Technology
The Independent Curriculum utilizes technology in material presentation. Student books may be offered in interactive digital formats that include multimedia, simulations, and online resources, enhancing students' learning experiences.

- 4) Emphasis on Skills
In addition to knowledge, student books focus on developing student skills. The material is designed to build critical thinking, creativity, communication, and collaboration skills, which are essential for preparing students for future demands.
- 5) Formative Assessment
Student books include formative assessment instruments that help teachers monitor student progress continuously. This enables the adjustment of learning according to the individual needs of students.
- 6) Diversity and Inclusivity
The content in student books reflects cultural diversity, backgrounds, and student needs. This creates an inclusive learning environment where every student feels valued and supported.
- 7) Creativity in Presentation
Student books are designed with appealing layouts, relevant use of colors, and illustrations that aid comprehension. Creative presentation helps students remain engaged and focused on learning.
- 8) Curriculum Flexibility
The Independent Curriculum provides flexibility for teachers and students to adapt learning materials to students' interests, talents, and individual needs. Student books support a differentiated learning approach.

Through this approach, student books in the Independent Curriculum aim to create meaningful learning experiences and equip students with relevant skills and knowledge to face the challenges of the modern world.

5. Analysis of Learning Activities in Student Textbooks

In the Independent Curriculum, analyzing the learning activities in student textbooks is crucial to ensure an effective and relevant learning experience for students. In this discussion, we can identify several key aspects that need to be analyzed:

- 1) Learning Objectives
Identifying the learning objectives presented in the student textbook. Are these objectives aligned with the competencies to be achieved?
- 2) Learning Content

Assessing the adequacy and appropriateness of the material presented in the student textbook. Does the learning content cover relevant and important topics in accordance with the applicable curriculum?

- 3) **Learning Methods**
Evaluating the learning methods proposed in the student textbook. Are these methods varied and able to facilitate student understanding effectively?
- 4) **Learning Activities**
Analyzing the proposed learning activities, such as assignments, discussions, experiments, or projects. Do these activities encourage active student engagement in the learning process?
- 5) **Learning Assessment**
Assessing the assessment methods described in the student textbook. Do the assessment methods reflect students' achievements holistically and fairly?
- 6) **Connection to Real Life**
Identifying whether the learning activities proposed in the student textbook can be related to real-life situations or applications in students' daily lives. This can enhance students' interest and motivation in learning.
- 7) **Support for Inclusive Learning**
Evaluating whether the student textbook provides sufficient support for students with special needs or different learning styles. Is there variation in the learning activities to accommodate different student learning styles?
- 8) **Readability and Accessibility**
Assessing the level of readability and accessibility of the student textbook. Is the language used easy for students to understand, and is the book easily accessible to all students?

By analyzing the above aspects, teachers and education administrators can ensure that student textbooks in the Independent Curriculum genuinely support an effective and inclusive learning process for all students.

6. Alignment Between Teacher's Book and Student's Book in the Independent Curriculum at the Senior High School Level

In the concept of the Independent Curriculum, the alignment between the teacher's book and the student's book plays a very important role in creating an effective and inclusive learning environment. The Independent Curriculum is an educational approach that provides freedom to teachers and students in the learning process, with an emphasis on developing 21st-century skills such as creativity, collaboration, communication, and problem solving.

The teacher's book in the context of the Independent Curriculum at the senior high school level can be considered aligned for several reasons:

- 1) The teacher's book provides a flexible guide focused on teaching strategies that spark student interest in learning.
- 2) The student's book supports teachers in designing relevant, engaging learning experiences tailored to student needs and interests.
- 3) The guidance presented in the teacher's book allows teachers the freedom to adapt teaching methods according to students' learning styles and diverse classroom conditions.
- 4) The student's book in the Independent Curriculum is designed with an inclusive approach that considers the diversity of student needs and interests.
- 5) The student's book offers learning material that is inspiring, motivating, and enables students to actively participate in the learning process.
- 6) The student's book based on the Independent Curriculum contains content that is relevant to daily life, emphasizes the development of 21st-century skills, and provides space for students to express their own ideas and perspectives.
- 7) The teacher's book and the student's book are supportive, not prescriptive.
- 8) Teachers have the freedom to choose learning materials that suit the needs of their students.
- 9) Students have the freedom to explore topics that interest them.
- 10) The alignment between the teacher's book and the student's book in the Independent Curriculum creates a learning dynamic that respects each

student's uniqueness and allows them to grow according to their individual potential.

It is important to note that the implementation of the Independent Curriculum requires close collaboration between teachers, students, parents, and other relevant parties. Throughout the learning process, the teacher's book and the student's book serve as tools that support the creation of a student-centered learning experience, providing space for creativity, innovation, and exploration, in accordance with the spirit of the Independent Curriculum.

D. CONCLUSION

The conclusion section contains a summary of the results achieved and serves as the answer to the research questions. Therefore, the conclusion must be aligned with the research questions and objectives. As with the research objectives, if there is more than one conclusion presented, the numbering should use numerals rather than bullet points. The conclusion may also include the potential for further development of the research results and their broader applications as prospects for future studies. It should also contain recommendations for subsequent and future research.

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