


Moving Analysis with Indonesian Language Book Class V Elementary School Based on BSNP and EYD Edition V

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ABSTRACT

This study aims to analyze the suitability and linguistic quality of the Indonesian Language book *Bergerak Bersama* for fifth grade elementary school students based on content suitability standards according to the National Education Standards Agency (BSNP) and the rules of Indonesian Spelling (EYD) Edition V. This study uses a qualitative descriptive analysis method with an evaluative approach. The analysis focused on four main aspects, namely content, language, presentation, and graphics, as well as linguistic studies at the syntactic, semantic, morphological, discourse, and phonological levels. The results of the study show that in terms of content, this book is in accordance with the learning elements and learning outcomes (CP), and contains themes that are relevant to the context of students' lives, such as empathy, anti-bullying, and language skills. In terms of language, the majority of the spelling, sentence structure, and punctuation are in accordance with EYD Edition V, although some minor errors were found, such as the use of punctuation and sentence structure that are not effective. Linguistically, this book is consistent in its use of sentence structure and language meaning, including lexical, grammatical, and contextual meaning. This study recommends several minor improvements, such as subheading markings, speech element presentation, and the addition of explanatory labels to support readability. Thus, this book is considered suitable for use as a textbook at the elementary school level. The main contribution of this study is to provide an evaluative basis for the development of textbooks that not only comply with the national curriculum but also meet good and correct linguistic standards.

Keyword:

Book Suitability, Moving Together, Book Students, BSNP Book Suitability, EYD.


Received: 01-01-2025

Revised: 02-04-2025

Accepted: 14-06-2025

Published: 30-12-2025


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Published by Literatur (Jurnal Bahasa dan Sastra)

 10.47766/literatur.v7i2.6149

INTRODUCTION

An evaluation of the quality of Indonesian language textbooks for elementary school is necessary to ensure their suitability for learning outcomes and applicable linguistic rules. Basically, textbooks contain teaching materials for a particular field of study that are systematically organized and oriented towards learning. ([Mazhud, N. 2024](#)). The existence of quality textbooks is one of the crucial factors in achieving educational goals in Indonesia. In an effort to ensure the quality of education, the government, through the National Education Standards Agency (BSNP), has established standards for the suitability of textbooks, covering aspects of content, language, presentation, and graphics. The BSNP certainly has the authority to select criteria and then assess the suitability of textbooks ([Wardani, Nissa Kusuma et al. 2025](#)).

The use of language, including Indonesian words, phrases, and sentences, has a meaningful unity within a text ([Suparti, S., & Suryaman, M. 2019](#)). Textbooks are one of the learning media often used by teachers. Therefore, teachers need to understand the quality of a textbook. To help teachers determine the quality of textbooks, an in-depth analysis of the suitability of textbooks with the applicable curriculum, regarding the content of the textbooks, is conducted ([Wulandari, Gita. et al. 2021](#)).

In compiling textbooks, a good textbook must have several factors, namely the level of difficulty of the teaching material, material that is easier to prioritize over difficult material or the immediate environment ([Asrory, et al. 2022](#)). The content in textbooks is compiled based on the applicable curriculum, so that the material presented is an implementation of basic competencies and learning objectives ([Rohmah, Annisa Dewi Nur. et al. 2025](#)).

Textbook feasibility analysis is necessary to ensure that the learning content delivered to students meets established standards. This is increasingly important given the strategic role of textbooks as a means of knowledge transfer, character building, and the development of students' critical thinking skills. Poor quality textbooks can have a negative impact on the learning process and student achievement. Textbooks contain information that can be used to learn about the past, present, and possible future ([Untari 2021](#)).

One important aspect in analyzing the suitability of textbooks is their compliance with linguistic rules, particularly the Fifth Edition of the Enhanced Spelling System (EYD). The use of proper and correct language not only makes it easier for students to understand the material, but also serves as a model of proper language use for students. Spelling, grammar, or terminology errors in textbooks can cause misconceptions and confusion among students. Indonesian language learning

based on texts is carried out by applying the principles that (1) language should be viewed as text, (2) language use is the process of selecting linguistic forms to express meaning; (3) language is functional, meaning that the use of language can never be separated from context; (4) language is a means of forming human thinking skills ([Supriyanto, Agus, and Kuntoro 2021](#)).

The Indonesian language textbook "Bergerak Bersama" (Moving Together) for fifth grade elementary school students, published in 2021 by the Center for Books, Standards, Curriculum, and Education Assessment, Ministry of Education, Culture, Research, and Technology, authored by Evy Verawaty, and Zulqarnain, is the subject of this analysis. This book was chosen because it is one of the books used in the implementation of the Merdeka Curriculum, which is relatively new in Indonesia. The analysis focuses on Chapter VIII, which discusses the themes of anti-bullying, advice pantuns, and speech writing skills.

This article was written with the aim of evaluating the suitability 1599445885 of the Bahasa Indonesia *Bergerak Bersama* book for fifth-grade elementary school students. The evaluation was carried out with reference to the assessment instruments from the National Education Standards Agency (BSNP), which cover four main aspects, namely content quality, language quality, presentation quality, and display or graphic quality. In addition to evaluating its suitability, this article also aims to reveal the strengths and weaknesses of the book, thereby providing a comprehensive understanding of the quality of the book as a learning medium.

Based on the results of this evaluation, the author will present a number of recommendations regarding the use of the *Bergerak Bersama* book in Indonesian language learning activities in elementary schools to support the effective achievement of learning objectives. Indonesian language learning aims to equip students with Indonesian language skills, including listening, speaking, reading, and writing skills, in a proper and correct manner. ([Hapsari, T., & Wulandari, A. 2020](#)).

The linguistic analysis in this study covers aspects of phonology, morphology, syntax, semantics, and discourse to assess the appropriateness of language use in the book as a whole. In addition, it identifies the appropriateness of language use in the Indonesian language textbook "*Bergerak Bersama*" for fifth grade elementary school students with the Ejaan Yang Disempurnakan (EYD) Edition V linguistic rules, particularly in Chapter VII.

The results of this analysis are expected to provide an objective description of the suitability of the "*Bergerak Bersama*" Grade 5 elementary school textbook based on BSNP standards and the EYD Edition V linguistic rules, as well as to serve as material for consideration by teachers, publishers, and education policy makers in improving the quality of textbooks in the future. Textbooks play an important role in

education because they are one of the main sources used by students to obtain information and build knowledge ([Nikmah, A. et al. 2025](#)). Thus, efforts to improve the quality of education through the provision of quality textbooks can be carried out continuously.

METHOD RESEARCH

The research method used in this study is descriptive qualitative. This approach was chosen because it provides an in-depth and systematic description of the suitability and linguistic quality of the book "Bahasa Indonesia Bergerak Bersama" for fifth grade elementary school students based on BSNP standards and EYD Edition V rules. Qualitative descriptive research is highly relevant for comprehensively analyzing documents or objects without manipulating variables, so that the results obtained are objective and factual ([Syarifah & Astuti, 2025](#)).

Data collection was carried out through document study by examining the contents of the book in detail, especially Chapter VII. The researchers identified and recorded aspects related to the suitability of content, language, presentation, and graphics in accordance with the BSNP instrument. In addition, linguistic aspects were examined with reference to EYD Edition V and linguistic analysis was carried out at the phonological, morphological, syntactic, semantic, and discourse levels ([Hidayah, 2024](#); [Sakinah et al., 2023](#)). This technique allowed the researchers to reveal the strengths and weaknesses of the book in a detailed and structured manner.

Data analysis was conducted qualitatively by describing relevant findings. Each finding was compared with BSNP standards and EYD rules, then interpreted to provide an objective picture of the book's linguistic suitability and quality. The results of the analysis are presented in the form of a systematic narrative that makes it easy for readers to understand the aspects that have been analyzed ([Sulastri, 2024](#); [Yulis et al., 2023](#)). Thus, this approach not only describes the actual condition of the book but also provides a strong basis for development recommendations.

Through this qualitative descriptive method, the study is expected to provide constructive recommendations for teachers, publishers, and education policymakers in their efforts to improve the quality of textbooks. In addition, the results of this study can also be used as a reference in the development of textbooks that comply with national standards and applicable linguistic rules, thereby supporting the achievement of national education goals ([Syarifah & Astuti, 2025](#); [Hidayah, 2024](#)).

RESULT AND DISCUSSION

The Bergerak Bersama Indonesian Language textbook for fifth grade elementary school students is considered to have met the content standards set by BSNP. The learning material is arranged systematically and sequentially, making it easier for students to understand the concepts gradually. The themes covered, such as empathy, bullying prevention, advice poems, and speech writing skills, are not only in line with the learning outcomes but also relevant to students' daily lives and support the formation of character and positive attitudes (Sakinah, N. dkk 2023) support these findings, a quantitative analysis was conducted on the results of the content suitability assessment instrument. The data is presented in the following tables and graphs to provide a more systematic and easily understandable overview.

Table of content suitability assessment instrument results

Content Quality			
No.	Aspect	Qualification	Analysis Results
1.	Content alignment with Elements and CP	Compliant	The material supports learning about empathy, anti-bullying, and language skills such as composing speeches and rhymes. The concept of bullying is explained accurately and sourced from credible references. This material encourages students to think critically and empathize.
2	Timeliness or relevance of the material	Appropriate	The material reflects current issues relevant to students' lives. Examples and case studies are appropriate to the students' sociocultural context. The sources used are credible and up-to-date.
Language Quality			

No.	Aspect	Qualification	Analysis Results
1.	Accuracy of spelling	Compliant	Most of the spelling is in accordance with EYD. However, punctuation and capitalization need to be checked, especially in speeches and practice questions.
2.	Clarity	Compliant	The language used is communicative and appropriate for the students' level of development. Sentences are concise and clear, making it easy to understand the content.

Presentation Quality

No.	Aspect	Qualification	Analysis Results
1.	Student learning motivation generator	Appropriate	The book is attractively designed with short stories (e.g., the story of Titan and Bobi) and reflection sections that trigger students' emotional involvement. Illustrations and interactive exercises also increase student motivation and participation.
2.	The presence of practice questions at the end of each chapter	As appropriate	writing exercises, and group assignments are available at the end of each chapter. This helps students reflect on the issues discussed develop and critical thinking and self-expression.

Visual Quality or Graphics

No.	Aspect	Qualification	Analysis Results
1.	Book size, dimensions,	Appropriate	The book uses A4/B5 size with

font type, and format	12-14 pt main font, suitable for elementary school students. The font format considers readability, with the use of bold and italic fonts emphasize keywords to and important terms.
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The table above explains that in terms of content quality, the material in the book is in accordance with the Learning Elements and Outcomes (CP). The material supports learning empathy, anti-bullying attitudes, and language skills such as composing speeches and rhymes. The concept of bullying is presented appropriately and supported by credible sources, thereby encouraging students to think critically and empathize. In addition, the material presented is up-to-date because it raises issues that are relevant to students' lives and appropriate to their socio-cultural context.

In terms of language quality, this book uses communicative language that is appropriate for the developmental level of elementary school students. The sentences are straightforward, concise, and easy to understand, helping students comprehend the material well. Although most of the spelling is in accordance with EYD rules, minor editing is still needed in the use of punctuation and capital letters, especially in the speech text and practice questions, to optimize the language quality.

Textbooks are constantly evolving in terms of design, content, and curriculum. ([Putri, A. et al. 2022](#)) In terms of presentation and appearance, the book is attractively designed with short stories, reflection sections, illustrations, and interactive exercises that can increase student motivation and participation in learning. The availability of practice questions at the end of each chapter helps students reflect on the material and develop critical thinking and self-expression skills. ([Fadilla, 2025](#)) The use of quality textbooks is not limited by time, place, or age, but there are still requirements for material suitability. If the material is not suitable, it will be difficult to achieve the expected competencies. In terms of graphics, the size of the book, type, and font format have been adjusted to the needs of elementary school students, thereby supporting readability and comfort in the learning process.



Diagram 1. Book Suitability Components

The results show that the assessment of the suitability of Indonesian language books for fifth-grade elementary school students was analyzed based on four suitability components established by the National Education Standards Agency (BSNP), namely content suitability, language suitability, presentation suitability, and graphic suitability. ([Asrory, et al. 2022](#)) This analysis was conducted by PGSD UNNES students using an evaluation instrument developed based on indicators from the BSNP. Data was obtained through the completion of an assessment instrument for the textbooks being analyzed.

This book has content quality that meets BSNP standards. The material presented is comprehensive and in line with the learning outcomes (CP) in the curriculum, and is organized in a regular and sequential manner so that students can understand the concepts gradually. The themes raised are relevant to the daily lives of students, such as empathy, bullying prevention, advice poems, and speech writing skills. These themes support the mastery of language skills while shaping students positive character and attitudes. The material is up-to-date, in line with scientific developments and the needs of students, so that it can motivate students to learn actively and apply their knowledge in real life. To determine the content of textbooks, standard measures are needed that cover issues such as the suitability of the material with the curriculum, the relevance of the material in terms of educational objectives, the accuracy of the material in terms of linguistics and literature, and finally, the suitability of the subject matter with the cognitive development level of students ([Mayasari, Yuliani et al. 2023](#)).

In terms of language, this book uses language that is appropriate for Grade 5, with sentence structures varying between simple and complex, arranged appropriately and easily understood by fifth-grade elementary school students. This book contains lexical, grammatical, contextual, denotative, connotative, and associative meanings that are appropriate for the learning context. Although there are some minor errors, such as the incorrect use of punctuation and sentences that could be simplified, these do not interfere with the overall understanding of the material ([Hidayah, 2024](#); [Sakinah et al., 2023](#)).

In terms of presentation, this book organizes the material systematically and logically, from the introduction to the conclusion, complete with illustrations, examples, and relevant exercises that support active learning. Supporting elements such as keywords, a glossary, and an index help students understand and navigate the book's contents. However, inconsistent subheading markings and insufficiently detailed explanations of speech elements need to be improved so that students can more easily recognize and understand the important parts of the book ([Sulastri, 2024](#); [Undiksha, 2022](#)).

In terms of graphics, this book has an attractive and proportional layout, in line with the characteristics of elementary school students. Colors, illustrations, and images are used aesthetically and functionally to enhance the appearance and help students understand the material visually. Relevant and interesting illustrations can increase students' interest and engagement in learning. Overall, this book is suitable for use as a learning medium with some minor improvements in language and presentation to optimize its quality ([Prasetyo, B. 2021](#)).

CONCLUSION

Based on the analysis results, the book "Bahasa Indonesia Bergerak Bersama" for fifth grade elementary school students is considered to have met the BSNP standards in terms of content, language, presentation, and graphics. The material presented in this book is relevant to the needs and daily lives of students, such as the themes of empathy, anti-bullying, advice poems, and speech writing skills. The material is arranged systematically and sequentially, making it easier for students to understand the concepts gradually and supporting the formation of positive character.

From a linguistic perspective, this book generally uses language that is in accordance with EYD Edition V. The sentence structure used varies between simple and compound sentences, and is easy for students to understand.

This book also contains lexical, grammatical, contextual, denotative,

connotative, and associative meanings appropriately. However, there are some minor errors in the use of punctuation and sentence structure that could be simplified, but this does not interfere with the overall understanding of the material.

In terms of presentation, this book has organized the material logically and systematically, complete with illustrations, examples, and exercises that support active learning. Supporting features such as keywords, a glossary, and an index are also available to help students understand and navigate the book's contents. However, there are notes for improvement regarding the inconsistent labeling of subheadings and the explanation of speech elements, which still needs to be deepened so that students can more easily identify the important parts of the book.

Overall, the book "Bahasa Indonesia Bergerak Bersama" is suitable for use as a textbook in fifth grade elementary school with a few minor improvements in terms of language and presentation. These recommendations for improvement are expected to enhance the quality of the book so that it better complies with BSNP standards and EYD Edition V linguistic rules. The results of this analysis can be used as a reference for teachers, publishers, and education policy makers in order to improve textbooks to support the improvement of national education quality.

Therefore, it is recommended that the authors and publishers make several technical improvements, particularly in terms of punctuation, simplification of sentence structure, consistency in the writing of subheadings, and more in-depth material on the elements of speech. These improvements are expected to enhance the overall quality of the book, making it more effective in supporting the Indonesian language learning process and character building of elementary school students.

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