

Analysis of the "Kawan Seiring" Grade III Indonesian Language Book Based on BSNP 2022 Standards

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ABSTRACT

The correct and proper use of spelling is an essential aspect of developing elementary school textbooks, as they provide the foundation for students' Indonesian language learning. This study aims to analyze the eligibility of Chapter 2, Kawan Seiring, in the Grade 3 Indonesian language textbook based on the 2022 National Education Standards Agency (BSNP) textbook eligibility standards, covering the aspects of content, language, presentation, and graphics. This study employs a descriptive evaluative approach to assess the textbook based on the 2022 BSNP standards by examining its content, language, presentation, and graphic aspects, including the identification and classification of spelling errors. The findings indicate that Chapter 2 generally meets the content eligibility standards and is considered suitable for use as teaching material in elementary schools. However, several shortcomings were identified, including sentence construction, the clarity of activity guide illustrations, language accuracy, font size, and book dimensions that do not fully comply with the established standards. The findings of this study can serve as a reference for textbook authors, editors, publishers, teachers, curriculum developers, and researchers in evaluating and improving the quality of Indonesian language textbooks. The originality of this study lies in its comprehensive evaluation of a Grade 3 Indonesian language textbook chapter based on the 2022 BSNP standards by integrating assessments of content, language, presentation, and graphic aspects, thereby providing practical recommendations for improving textbook quality.

Keyword:

BSNP standards, elementary education, Kurikulum Merdeka, spelling errors, textbook evaluation

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INTRODUCTION

In the implementation of the Independent Curriculum, textbook quality is a crucial factor in supporting the achievement of Learning Outcomes (LO) at the elementary school level. National Professional Certification Agency (NPCA), textbooks must meet the criteria for appropriate content, presentation, language, and graphics. A good textbook must convey material according to the Learning Outcomes (LO), use language appropriate for students, and provide illustrations that support understanding. The textbook "Bahasa Indonesia: Kawan Sepanjang" for third grade elementary school was published by the Ministry of Education, Culture, Research, and Technology as part of the implementation of the Independent Curriculum. Chapter 2, "Kawan Sepanjang," discusses the themes of cooperation and friendship, which are important for developing student character.

Although several previous studies have analyzed the suitability of Indonesian language textbooks based on the appropriateness of both material and language aspects, these studies generally assessed the textbooks as a whole or at different levels. This research is novel because it specifically analyzes Chapter 2 of the Indonesian language textbook, "Kawan Bersama," in the Grade III Merdeka Curriculum based on four integrated aspects of NPCA eligibility: content, presentation, language, and graphics. The chapter-level analysis provides a more detailed overview of the quality of the material, language use, illustrations, and graphical presentation, allowing for more specific recommendations for the development of elementary school textbooks.

The alignment of the textbook's material with npca criteria is crucial because the textbook is widely used in various schools. This research is based on the importance of providing quality teaching materials. The quality of the content and presentation directly impacts student understanding and the success of the teaching and learning process. In this context, it is crucial to evaluate whether Chapter 2 meets the established standards. Furthermore, Minister of Education and Culture Regulation No. 8 of 2016 stipulates that textbooks must meet the eligibility standards for content, language, presentation, and graphics. Previous research by ([Yuliani, 2020](#)) and ([Wulandari, 2021](#)) showed that language and spelling errors are still frequently found in elementary school textbooks, so a comprehensive evaluation is needed to ensure the books' quality. Although the research by Yuliani ([2020](#)) and Wulandari ([2021](#)) examined language and spelling errors in elementary school textbooks, these studies did not specifically analyze Chapter 2 "Kawan Sepanjang" (Friends Along) in the Indonesian Language textbook for Grade III of the Merdeka Curriculum, integrating four aspects of npca eligibility: content, presentation, language, and

graphics. Therefore, this study was conducted to provide a more specific and comprehensive analysis of textbook quality at the chapter level.

The objectives of this study are: (1) to describe the content quality of Chapter 2 "Kawan Sepanjang" (Friends Along); (2) to assess the language and graphics aspects; (3) to identify errors in content and illustrations; and (4) to provide recommendations for improvement.

This study refers to the NPCA, which stipulates that textbooks must meet four eligibility criteria: content, presentation, language, and graphics. Sugiyono ([2023](#)) explains that descriptive classification is used to describe the research object as it is, without manipulation. Khoirunnisa et al. (2020) showed that third-grade Indonesian language textbooks have a strong tendency toward narrative aspects but lack consistent application of language structures. Research results indicate that illustrations in textbooks sometimes do not support narrative text, while language use should be appropriate for children's cognitive age ([Rohmah, 2021](#)). A study by Wulandari ([2022](#)) revealed that many textbooks require revision in terms of visual aspects and actual content. All of these studies support the importance of systematic review of textbooks, including the chapter "Kawan Bersama." Unlike previous research that primarily examined the suitability of material or specific aspects of textbooks, this study integrates in-depth analyses of content, presentation, language, and graphics into a single chapter, providing a more comprehensive picture of the quality of third-grade Indonesian language textbooks.

RESEARCH METHOD

This study employs a descriptive communicative approach to evaluate the quality of content and presentation in Chapter 2 of the Grade 3 Indonesian language textbook titled *Kawan Seiring*. Descriptive research is fundamentally aimed at constructing a coherent picture of a phenomenon grounded in real world facts and verifiable for accuracy ([Sofwatillah et al., 2024](#)). The communicative approach is utilized because it enables the analysis of verbal and visual elements within learning materials, particularly regarding the interaction between the content and the reader in this case, the students.

Data collection was conducted through a documentary study involving an examination of the book's content against BSNP (National Education Standards Agency) feasibility indicators. The research instrument consisted of a content analysis observation sheet covering four key aspects: content feasibility, presentation,

language, and graphic design. The researcher mapped findings against these indicators to assess the extent to which the book meets the standards of a quality textbook. Primary data for this study was derived from the Bahasa Indonesia (Indonesian Language) textbook for Grade III SD/MI (Elementary/Islamic Elementary School) students, published in 2022 by the Center for Books, Agency for Education Standards, Curriculum, and Assessment under the Ministry of Education, Culture, Research, and Technology. This book served as the primary reference for the analysis, as it is the official instructional material used in elementary school classrooms. Meanwhile, secondary data sources included various scientific journals, reference books, and notes relevant to the research topic. These secondary references focused on studies regarding textbooks and content analysis based on the textbook feasibility standards established by the BSNP. Both types of sources were used complementarily to ensure valid and in-depth analysis results.

The research procedure began with a careful reading of the entire Chapter 2, noting sections that were relevant or deviated from BSNP standards, and identifying illustrative elements and text that did not support the learning objectives. To enhance data reliability, triangulation was conducted by comparing the analysis results with the perspectives of two elementary school teachers and one elementary education lecturer. Content validity was further supported by references to relevant prior research. This method was selected because it aligned with the research objective: to describe the quality and effectiveness of the material presentation. A qualitative descriptive approach is typically employed to examine issues in support of scholarly advancement rather than to test hypotheses making it suitable for evaluating and improving the quality of instructional instruments such as textbooks ([Sofwatillah et al., 2024](#)).

RESULT AND DISCUSSION

RESULT

The evaluation of content quality is an essential component in determining the feasibility of a textbook as a learning resource. In this study, the content feasibility of Chapter 2 “Companions Along the Way” (Kawan Seiring) was assessed based on indicators established in the 2022 BSNP textbook evaluation standards. The assessment emphasized the alignment of the material with the curriculum’s Elements and Learning Outcomes (CP) as well as the relevance and currency of the content. The findings of the content feasibility analysis are summarized in Table 1. Content Quality Feasibility Results.

Table 1. Content Feasibility Analysis Results

Content Quality	Score	Percentage	Remarks
Conformity of Content with Learning Outcome Elements	3	100%	Conforming
Topicality or Up-to-dateness of the Material	3	100%	Up To Date

Based on the results of the analysis in Table 1, the content feasibility aspect of Chapter 2 “Companions Along the Way” (Kawan Seiring) obtained a percentage of 100% on both indicators analyzed, namely the conformity of the content with the Elements and Learning Outcomes (CP) and the topicality or up-to-dateness of the material. These results indicate that the material presented in this chapter has met all content feasibility indicators based on the analysis instrument referring to the 2022 textbook assessment standards of the National Education Standards Agency (BSNP). Thus, in terms of content, Chapter 2 “Companions Along the Way” is categorized as very feasible to be used as teaching material at the elementary school level.

On the indicator of conformity with the Learning Outcomes (CP), the material is aligned with the Indonesian Language Learning Outcomes for Phase B in the Merdeka Curriculum. The chapter develops students' listening, reading, speaking, and writing skills through learning activities that encourage discussion, opinion sharing, and writing based on everyday experiences. On the indicator of topicality, the material also obtained 100%, indicating that the themes of friendship, cooperation, mutual respect, and communication are relevant to students' daily lives. The contextual examples and activities make the material easier for students to understand and support the implementation of the Merdeka Curriculum.

Overall, the analysis results show that both indicators in the content feasibility aspect obtained the conforming and up-to-date categories with maximum percentages. No discrepancies were found between the material presented and the learning objectives or the developmental context of learning at the elementary school level. Therefore, Chapter 2 “Companions Along the Way” meets the content feasibility criteria based on the 2022 BSNP indicators and is feasible to be used as one of the Indonesian language learning resources for third-grade elementary school students.

Table 2. Language Feasibility Analysis Results

Language Quality	Scor	Percentage	Remarks
Accuracy of spelling usage	2	83%	Less accurate
Directness/conciseness	3	100%	Direct

Based on the results of the analysis in Table 2, the language feasibility aspect of Chapter 2 “Companions Along the Way” obtained varied results on each indicator. The accuracy of spelling usage indicator obtained a score of 2 with a percentage of 83%, categorized as less accurate, while the directness indicator obtained a score of 3 with a percentage of 100%, categorized as direct. These results indicate that, in general, the language used in the book is easy for students to understand, although some inconsistencies in the application of language rules were still found.

On the indicator of spelling accuracy, most of the writing follows the Indonesian language rules. However, several errors were identified, including inconsistent capitalization, inaccurate punctuation, and the improper use of ellipses and colons that do not fully comply with the General Guidelines for Indonesian Spelling (PUEBI/EYD 5th Edition). Some sentences were also written inconsistently, potentially affecting students' understanding. Meanwhile, the directness indicator achieved 100%, indicating that the language is simple, communicative, and appropriate for third-grade elementary school students. The sentences are generally straightforward, use familiar vocabulary, and provide activity instructions that are easy to follow.

Overall, the results of the language aspect analysis show that Chapter 2 “Companions Along the Way” has met the directness indicator very well, but still requires improvement in the accuracy of spelling usage. Thus, the language aspect of this book can be categorized as feasible to use, although revisions are still needed for several spelling and punctuation elements so that the entire content of the book complies with the applicable language rules and further supports readability for elementary school. Presentation Quality Feasibility Results.

Table 3. Presentation Feasibility Analysis Results

Presentation Quality	Scor	Percentage	Remarks
Generator of student learning	3	100%	Engaging

motivation			
Presence of questions at the end of the chapter	3	100%	Complete

Based on the results of the analysis in Table 3, the presentation feasibility aspect of Chapter 2 “Companions Along the Way” obtained a percentage of 100% on both indicators analyzed, namely the generation of learning motivation and the completeness of evaluation questions. These results indicate that the presentation of material in this chapter has met all assessment indicators, thus falling into the very good category. The presentation of the material does not only function as a means of conveying information, but is also designed to encourage students' active involvement during the learning process.

On the learning motivation indicator, the material is presented attractively through illustrations, contextual readings, stimulating questions, and activities related to students' daily lives. Each sub-topic begins with activities that build curiosity, followed by reading, discussion, observation, and writing tasks. The use of communicative language and relevant examples also helps students understand the material more easily. The completeness of evaluation questions also obtained 100%, indicating that the book provides various forms of assessment appropriate to the learning objectives. The exercises measure students' reading comprehension, ability to express opinions, and language skills through both individual and group activities.

Overall, the presentation aspect met all assessment indicators in the very good category. The systematic organization of the material, varied learning activities, and complete evaluation support active, interactive, and student-centered learning, making the book highly feasible for third-grade Indonesian language learning. Appearance / Graphic Design Feasibility Results.

Table 4. Appearance / Graphic Design Feasibility Analysis Results

Appearance / Graphic Quality	Scor	Percentage	Remarks
Book size, letter size, type, and format	3	100%	Appropriate
Use of illustrations	3	100%	Suitable

Based on the results of the analysis in Table 4, the graphic design feasibility aspect of Chapter 2 "*Companions Along the Way*" obtained a percentage of **100%** on all indicators analyzed, namely book size, book cover design, and book content design. These results indicate that the graphic design aspect has met all assessment indicators and falls into the **very good** category. The book's visual appearance supports the readability of the material while attracting students' interest during the learning process.

On the book size indicator, the analysis obtained a percentage of 100%, indicating that the physical size of the book is appropriate for elementary school textbooks. The book dimensions provide comfort when reading and carrying the book, while allowing text and illustrations to be presented proportionally for easier understanding.

The book cover design indicator also achieved 100%. The cover features attractive illustrations with bright colors suitable for third-grade elementary school students. The title, author information, and other visual elements are presented clearly, providing an overview of the book's content and attracting students' attention.

Furthermore, the book content design indicator obtained 100%, indicating that the layout is systematic and easy to follow. The use of font type, font size, spacing, and illustration placement supports text readability. However, several aspects could still be improved, including the relatively small size of some illustrations, inconsistent spacing on several pages, and slightly untidy paragraph alignment. Nevertheless, these issues do not reduce the overall feasibility of the book because they do not interfere with students' understanding of the material.

Overall, the graphic design aspect of Chapter 2 "*Companions Along the Way*" met all assessment indicators in the very good category. The appropriate book size, attractive cover design, and systematic content layout demonstrate that the book has good visual quality and is highly feasible for use as Indonesian language teaching material for third-grade elementary school students.

DISCUSSION

Chapter 2, *Companions Along the Way* (Kawan Seiring), explicitly presents competencies in reading, writing, and discussing simple narrative texts with the theme of friendship in accordance with the Indonesian Language Learning Outcomes for Phase B Grade III. The material is designed by considering authentic contexts that

are closely related to students' daily lives, providing activities that promote critical thinking and communication skills while fostering character values such as cooperation, mutual assistance, and honest communication. The material also demonstrates strong thematic consistency, as all content is aligned with the curriculum standards. The contextual element is reflected in situations familiar to children, such as school experiences, playing together, and resolving conflicts peacefully. The learning activities encourage students not only to read but also to write personal experiences and express their opinions through group discussions, thereby developing critical thinking skills as expected in the Merdeka Curriculum ([Ahmad et al., 2024](#)).

The findings indicate that the material in Chapter 2 fulfills the principles of contextual learning by connecting the content with students' real-life experiences. The student-centered learning activities also support the achievement of literacy competencies outlined in the Phase B Learning Outcomes. These findings are consistent with those of Sucahyo et al. ([2025](#)), who reported that Merdeka Curriculum-based textbooks developed using contextual approaches can improve students' critical thinking skills, literacy, and learning engagement. Similarly, Sadiyah et al. ([2024](#)) explained that Indonesian language textbooks in the Merdeka Curriculum integrate activity-based learning, enabling students to become more actively involved in constructing knowledge and developing language skills.

The analysis of Chapter 2 also revealed several language aspects that require improvement. Regarding spelling and punctuation, most of the content complies with the Indonesian Spelling Guidelines (EYD); however, inconsistencies were found in the use of capitalization, colons, and ellipses. In general, the sentence structures are appropriate for third-grade elementary school students because they employ simple sentence patterns. Nevertheless, several activity instructions are written in ineffective sentences, which may create difficulties for students in understanding the instructions. In addition, some explanations of morphology, particularly those related to the use of affixes, lack clarity. Therefore, the language aspect is categorized as needing improvement in terms of spelling accuracy, while sentence structure and word choice are considered adequate ([Manalu, 2021](#)).

The findings further indicate that the language used throughout the chapter generally matches the characteristics of elementary school students; however, improvements in spelling accuracy are still necessary to prevent misunderstandings. Accurate spelling and punctuation are essential because textbooks serve as one of the primary learning resources and should model correct Indonesian language usage.

These findings are consistent with Manalu ([2021](#)), who emphasized the importance of linguistic accuracy in textbooks. In addition, Mardiyana et al. ([2023](#)) reported that the linguistic quality of elementary school textbooks including language appropriateness, communicative language, coherence, and cohesion plays an important role in supporting effective learning.

Chapter 2 also successfully motivates students through attractive visual presentation and a variety of learning activities. The illustrations employ bright colors, appropriate proportions, and are well aligned with the story content, thereby supporting students' comprehension. Various exercise formats, including reflection tables, handwriting practice, crossword puzzles, and expressive writing tasks, reflect the principles of active learning ([Susilawati et al, 2021](#)). These diverse assessment formats also help students develop competencies holistically while enabling teachers to assess cognitive, affective, and psychomotor domains comprehensively ([Sholikhah et al., 2021](#)). Furthermore, the end-of-chapter exercises function not only as evaluation tools but also as opportunities for learning reflection in accordance with the principles of the Merdeka Curriculum.

The findings demonstrate that the presentation of the material supports active, interactive, and student-centered learning. The variety of activities and assessments provides students with opportunities to develop critical thinking, communication, collaboration, and reflective skills. Consequently, the presentation of the material does not merely focus on delivering information but also facilitates meaningful learning experiences. These findings are consistent with Sucahyo et al. ([2025](#)) who stated that systematic, interactive, and contextual textbook presentation can enhance students' learning motivation. Durriyah et al. ([2024](#)) found that text-based and discussion-oriented learning activities within the Merdeka Curriculum effectively improve elementary school students' participation and critical thinking skills.

From the graphic design perspective, the physical dimensions of the book are appropriate for third-grade elementary school students, with font size and type that support readability. The illustrations are relevant to the learning material and predominantly use bright colors, creating an enjoyable learning atmosphere. Nevertheless, several illustrations are relatively small, making the embedded text difficult to read ([Ilafi & Irawan, 2025](#)). In addition, inconsistencies in spacing and paragraph layout were identified on several pages and should be improved. These findings are consistent with Chairiyah and Achmad ([2022](#)), who reported that appropriate typography, illustrations, layout, and color composition can enhance children's reading interest and support the effectiveness of learning materials. Overall,

despite several visual aspects that require improvement, the textbook remains feasible as a learning resource for elementary school students.

The findings indicate that the overall visual quality of the textbook meets the criteria of a good elementary school textbook because it supports readability while enhancing students' interest in learning. Although some limitations remain in terms of illustration size and page layout, these weaknesses do not reduce the textbook's overall function as a learning resource. These findings are in line with Ilafi and Irawan (2025), who stated that the proportion of illustrations and the consistency of layout influence reading comfort and the attractiveness of textbooks for elementary school students.

CONCLUSION

Based on the findings, Chapter 2, *Kawan Seiring*, in the Grade 3 Indonesian language textbook is considered suitable in terms of content, as it aligns with the Phase B Learning Outcomes. The material is relevant, up to date, and supports the development of students' listening, reading, writing, and speaking competencies. In addition, the chapter incorporates creative learning activities through project-based learning (PjBL) assignments. Content suitability is reflected in the selection of learning activities, instructional tasks, and the relevance of the material to the intended learning objectives. The presentation aspect is also considered fairly adequate, as it enhances students' learning motivation through engaging illustrations, contexts closely related to everyday life, and the application of active learning approaches.

In terms of language, Chapter 2 is categorized as less suitable because several errors remain in spelling, punctuation, and sentence structure. Inaccurate use of punctuation marks, including colons, ellipses, quotation marks, and capitalization that does not comply with the Indonesian Spelling Guidelines (*Pedoman Umum Ejaan Bahasa Indonesia*), may hinder students' comprehension. Furthermore, the use of less precise words, such as *bisa*, may create ambiguity, indicating the need for revision to ensure that the text is more appropriate for elementary school students' language development.

Regarding graphical design, the chapter is considered fairly suitable, with an appropriate typeface and book size for elementary school learners. The illustrations are visually appealing and use bright colors to attract students' attention. However, several aspects require improvement, including illustrations that are too small, unjustified text alignment, excessive line spacing, and inconsistent indentation at the beginning of paragraphs.

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