Specifications for Textbook Materials at Madrasah Ibtidaiyah

Suwardi*
UIN Salatiga, Indonesia
Email: suwardi_imam@yahoo.com

Burhan Yusuf Habibi
Suez Canal University, Egypt
Email: burhanyusufhabibi@gmail.com

*Corresponding Author

Abstract
This study aims to find the specification of textbook material for grade 1 *Madrasah Ibtidaiyah* (MI) in Salatiga City. This study used descriptive qualitative and descriptive quantitative approaches. A qualitative descriptive approach was employed to describe the data obtained through the interview method, with the type of guided interview. The interview method used an interview guide instrument, analyzed through the stages of analyzing data, reducing data, categorizing data, interpreting data, and drawing conclusions. Meanwhile, a quantitative descriptive approach was utilized to describe the data obtained through a questionnaire, which used a filling type questionnaire. Questionnaire data were then analyzed using descriptive statistical formulas. The study results found that the material specifications for the MI grade 1 textbook in Salatiga City had been adjusted to the core competencies (KI) and basic competencies (KD) set by the government; the development of the material was sourced from information technology that can be accounted for and from similar books; the material was adapted to the students' abilities; the material was adapted to the conditions of the student's cultural environment; the material paid attention to the condition of student diversity; the material contains factual truths and concepts; supporting learning; the material begins with question

and command sentences. The theoretical implication of this finding is that it can be used as a reference in assessing and developing textbooks at MI.

Keywords: Material specification, Textbook, *Madrasah Ibtidayyah*

INTRODUCTION

Based on preliminary research, the learning outcomes of grade 1 *Madrasah Ibtidaiyah* (MI) students in Salatiga City still need improvement because classical mastery scores have not reached the ideal mastery scores. According to Ahmadong, Kade, and Sabang, the learning process is considered successful if the classical mastery score of the student learning can reach 80% (Ahmadong, Kade, & Sabang, 2017). Meanwhile, based on the preliminary research results, data were obtained, in which the number of students of grade 1 MI in Salatiga City who achieved classical mastery score of the student learning reached only 72.3% of the 112 students involved as research samples.

In this case, student learning outcomes are largely determined by the textbook used. Based on Government Regulation (PP) Number 32 of 2013, textbooks are defined as the main source of learning to achieve basic competencies (KD) and core competencies (KI). Likewise, according to the Regulation of the Minister of Education and Culture (*Permendikbud*) Number 8 of 2016 Article 1, textbooks are the main learning resources to achieve KD and KI in education units. Meanwhile, the meaning of textbooks is often equated with the meaning of teaching materials. In fact, the Regulation of the Minister of National Education (*Permendiknas*) Number 2 of 2008 Article 1 states that teaching materials are mandatory references used in elementary, secondary, or tertiary education. Based on these regulations, textbooks have almost the same meaning as teaching materials. Therefore, it can be concluded that the term textbook is used in the 2013 curriculum, which was previously referred to as a teaching

material, where textbooks and teaching materials have almost the same meaning.

Some regulations above indicate that textbooks have a major role in the learning implementation. It is reinforced by several opinions stating the importance of textbooks, which in turn influence students' learning activities (Atay & Danju, 2012). According to Dove (Pinto, 2007), textbooks are the primary means of communicating information and instructions to students. Aside from influencing the learning process, textbooks also affect learning outcomes. Textbooks are also one of the main factors for acquiring knowledge in schools (Franzolin & Bizzo, 2015). For this reason, textbooks need to be optimized in learning to maximize learning outcomes (Sinaga, Saragi & Azhari, 2017). In addition, textbooks are efficient tools for achieving learning outcomes (Aslan, 2010; Asri, 2017). In conclusion, textbooks impact the student learning process and outcomes.

Based on the description above, improving the learning outcomes of grade 1 MI students in Salatiga City can be done using textbooks in accordance with the characteristics of students. Related to that, elementary school (SD)/MI children, especially lower elementary students, i.e., grades 1-3, are in early childhood, so they view everything holistically (Suhendi, 2014). Also, elementary school children only know facts and combine various parts into one whole (Simatwa, 2010). Based on these two opinions, it can be denoted that grade 1 SD/MI students have their characteristics.

Apart from paying attention to the characteristics of students, the use of grade 1 MI textbooks in Salatiga City also needs to consider the conditions of the socio-cultural environment. Students' socio-cultural context should be considered in textbooks (Farzaneh, Kohandani, & Nejadansari, 2014). Therefore, the textbooks used by grade 1 *Madrasah Ibtidaiyah* (MI) in Salatiga City need to pay attention to the community's socio-cultural context. Moreover, Salatiga City people have unique

characteristics, different from other communities. Salatiga City also has a plural society, both in terms of religion and race. Therefore, Salatiga City people are often referred to as a miniature Indonesia. Although Salatiga City's people are plural, the community relations are very good. Thus, Salatiga City is ranked third as a tolerant city in Indonesia.

Consequently, the textbook materials for grade 1 MI in Salatiga City must be adapted to the students' characteristics and socio-cultural conditions. The textbook contents must heed the implicit aspects of the reader's characteristics (Pinto, 2007). According to Mager (Roubides, 2015), learning characteristics include demographic and physical to emotional characteristics, such as age, attitudes, biases, abilities, interests, and expected rewards. It indicates that the textbook materials should also pay attention to students' age, attitudes, biases, abilities, interests, and expectations.

Moreover, some opinions suggest that textbook materials have an essential role in learning. The material in the textbook can improve the learning process (Badea & Iridon, 2015). Teaching materials also increase interest and attract students' attention (Harsono, 2015). In addition, textbooks are a source of mate Barus rial, a control tool for subject matter mastery, learning tools, and evaluation exercise materials (Barus & Djukri, 2013). Based on these opinions, it can be inferred that the material in the textbook as a learning resource can affect student learning outcomes.

Considering that the textbook materials play an important role in learning, it is necessary to find the specifications of the textbook materials used for grade 1 MI learning in Salatiga City, which have the distinctive characteristics and conditions described above. Hence, this research on the specification of textbook materials for grade 1 MI in Salatiga City differs from prior studies. Previously, Ernawati (2018) researched the feasibility of developing integrated thematic textbooks for grade 4 elementary schools.

Furthermore, Tamaledu, Warsinah, and Pangadongan examined the feasibility of learning mathematics textbooks for grade 4 SD/MI on angle measurement material published by Mediatama. Then, Kurbaita, Zulkardi, and Siroj (2013) investigated the effectiveness of the use of thematic learning textbooks on the learning outcomes of grade 1 students at integrated Islamic elementary schools.

The findings of the specification of the textbook materials for grade 1 MI in Salatiga City can be used to improve the material in the textbooks used today. Theoretically, these findings greatly contribute to evaluating and complementing the textbook material indicators that have been employed as the basis for assessing and developing textbooks so far.

METHODS

This study used a combination of qualitative and quantitative approaches, wherein the qualitative approach was employed to collect and analyze qualitative data elicited from the interviews. Meanwhile, a quantitative approach was utilized to collect and analyze data from the questionnaire results.

This research was conducted in 12 private MIs in Salatiga City. Respondents involved as data sources were 12 teachers of grade 1 MI in Salatiga City, with details of four teachers as interview respondents and eight teachers as questionnaire respondents. The sampling used purposive proportional sampling, a sampling technique with the aim that every grade 1 MI teacher in Salatiga City could be involved as a respondent. Taking into account the psychological conditions and abilities of students in grade 1 MI, the researchers did not make students respondents.

Furthermore, the data collection method utilized interviews and questionnaires. The interview method used the type of guided interview, namely the interview implementation by following the researchers'

guidelines prepared previously. This interview employed an interview guide instrument prepared based on two indicators: problems in using current textbooks and the specification of textbooks currently needed. Then, the questionnaire used a filling-type instrument arranged with three indicators: material, presentation, and linguistic specifications.

Qualitative data analysis from interviews was based on Moelong's (2008) theory, with the stages of analyzing data, reducing data, categorizing data, interpreting data, and drawing conclusions. Meanwhile, quantitative data from the questionnaire were analyzed using descriptive statistics with the percentile formula.

RESULTS AND DISCUSSION

Textbook material has indicators of material conformity with competency standards and basic competencies, presenting competencies that students must master, having material accuracy, adding insight, and supporting learning materials (Sinaga, Saragi & Azhari, 2017). The content feasibility has indicators consistent with competence in subjects, child development, community needs, scientific substance, and life skills, adding insight to progress and development and providing a diversity of social values (Muljono, 2007). Furthermore, the textbook contents have indicators, including accurately presented information, fair and impartial treatment of various groups in society, according to students who will use the material, written clearly and easily understood, written in an attractive style, and supported by questions, reviews, and exercises at the end of each chapter (Mahmood, Iqbal, & Saeed, 2009). Based on the arguments above, it can be concluded that the textbook material indicators cover material according to competence, material in line with the needs and conditions of students, and accurate and clear material.

Meanwhile, according to Law Number 3 of 2017, the textbook contents must meet several conditions: they are not in conflict with the Pancasila values; they are not discriminatory; they do not contain pornography, violence, and hate speech elements. Then, based on guidelines for training work meetings and non-textbook assessments by the Curriculum Center, Research and Development Agency, Ministry of Education and Culture in 2015, the assessment of material components has several indicators: the material supports the achievement of at least one of the national education goals; the material does not conflict with the prevailing laws and regulations in Indonesia; the material is not plagiarism result; the material does not cause SARA (ethnicity, religion, race, and inter-group relations) problems and does not discriminate against gender; the material has scientific truth according to the latest scientific developments and is valid and accurate; the material maximizes the use of sources appropriate to Indonesian conditions and closely related to the Indonesian context.

Based on the discussion above, in determining the material specifications of the MI grade 1 textbook in Salatiga City, the researchers used indicators of the suitability of the material with learning objectives, indicators of material development, indicators of material suitability with student conditions, indicators of the truth of the material, and indicators of material that supports learning. The specification findings for each indicator can be seen in the description below.

Specifications of the material suitability with the learning objectives indicators

Based on the results of questionnaires distributed to eight teachers of MI grade 1 in Salatiga City, eight teachers (100%) agreed that the textbook materials for general subjects were adjusted to KI and KD formulated in Regulation of the Minister of Education and Culture Number 24 of 2016. For subjects in Islamic lessons, eight teachers (100%)

also agreed that the materials were adapted to the KI and KD formulated in the Decree of the Minister of Religion (KMA) Number 165 of 2014. The questionnaire results were supported by interviews, which stated that the material needed to be adapted to the 2013 curriculum. From the interview results, it was also known that the material for general lessons should be adapted to the KI and KD of the Minister of Education and Culture, whereas the material for Islamic subjects should be adjusted to the KI and KD of the Ministry of Religion.

To put it another way, based on the questionnaire and the interview results, most teachers wanted the textbook materials to be adapted to the KI and KD in the 2013 curriculum. General subject matter should be adapted to the KI and KD in Permendikbud Number 24 of 2016. Meanwhile, Islamic subject matter should be adjusted to the KI and KD in KMA Number 165 of 2014.

The research results above align with several previous studies. The research by Sinaga, Saragi, and Azhari (2017) also revealed that textbook material had conformity with competency standards (SK) and KD. Although Ernawati's study was not written explicitly, the material needs to be adapted to the curriculum, especially KI and KD aspects (Ernawati, 2018). Meanwhile, Susanti's research asserted that textbook material must have relevance specifications relevant to learning objectives (Susanti, 2013). Based on some of these studies, the findings of this study reinforce previous research.

Specifically, considering that MI learning uses textbooks published by two departments, the indicator of the suitability of the material with learning objectives has specifications for general subject matter to be adapted to the learning objectives based on KI and KD in Permendikbud Number 24 of 2016 and for Islamic subject matter to be adjusted to the learning objectives based on KI and KD in KMA Number 165 of 2014.

Specifications of material development indicator

Based on the questionnaire results disseminated to eight teachers, it was uncovered that for the specification of material development indicators, six (75%) teachers agreed that the development of textbook material should be adjusted to the development of the latest information obtained through the internet, while two (25%) teachers did not agree. For material development, eight (100%) teachers agreed that the material in the student's book should be developed by adding material outside the existing textbook. Accordingly, based on the questionnaire results, it can be concluded that not all teachers agreed that the textbook materials should be developed from the internet, but all teachers agreed that the material should be developed from similar textbooks currently available. The results of this study corroborate with the research by Sinaga, Saragi, and Azhari (2017), concluding that textbook material could increase students' insight. Meanwhile, in Susanti's research, the textbook material development is seen from the material adequacy aspect (Susanti, 2013)..

This finding indicates that not all teachers agreed that textbook material needs to be developed from the internet or technological developments. This finding is different from the opinion that the material in textbooks needs to follow the development of science and technology and has contemporary features (Firdaus, Samhati, & Suyanto, 2014). In this case, the teacher did not agree with the material development from the internet because the teacher thought that not all information and knowledge from the internet had fulfilled the truth. Still, all teachers agreed that material development should be taken from material in other similar books. Based on these findings, it can be denoted that the material development indicators have specifications sourced from information technology that can be accounted for and from similar books.

Specification of the material suitability with the student's condition indicators

For indicators of the material's suitability with the student's condition, the questionnaire results revealed that eight (100%) teachers agreed that the material should be adapted to students' abilities; eight (100%) teachers agreed that the material needed to be presented in the form of pictures; eight (100%) teachers agreed that the material should be presented in the form of a song lyric. From the interview results, it was also uncovered that for the material to suit students' abilities, besides being presented in the form of narrative text, it should also be presented in the form of pictures and song lyrics. Based on the questionnaire and interview results, in conclusion, for the material to suit the abilities of grade 1 MI students, the material should be presented in the form of narratives, pictures, and song lyrics. The findings of this study are in accordance with the opinion that writing the textbook content needs to pay attention to the implicit aspects of the reader's characteristics (Pinto, 2007). Based on this, it can be inferred that the textbook material for grade 1 MI in Salatiga City can be in the form of narrative texts, pictures, and song lyrics to suit students' abilities.

Meanwhile, from the interview results, data were also obtained that the material in MI textbooks in Salatiga City needed to be adapted to the conditions of the students' social and cultural environment; for example, by incorporating Javanese language and culture elements. Textbooks can use Javanese culture as material, including Javanese ethics and art. Based on the interview data, it can be denoted that the textbook materials should be adapted to the conditions of the student's social and cultural environment.

The interview results above indicate that textbook content should be related to cultural knowledge (Zhao & Zhu, 2012). Cultural elements should also be included in textbooks (Tüm & Uǧuz, 2014). In addition, to increase students' awareness and experience as a whole, the textbook

material must expose attitudes from other cultures (Mohammadi & Abdi, 2014). Moreover, the topics used as material in textbooks have not been adapted to the socio-cultural context (Badea & Iridon, 2015), so it is necessary to integrate local cultural content (Prihartini, 2015). In conclusion, the textbook materials must be adapted to the students' cultural backgrounds, especially the local culture.

The importance of paying attention to students' environmental conditions is in line with Mager's opinion (Roubides, 2015), suggesting that learning characteristics include demographic and physical to emotional characteristics, such as characteristics of age, attitude, fairness, abilities, interests, and expected rewards. Further, the textbook contents need to treat students as readers fairly and impartially to various groups of people (Mahmood, Iqbal & Saeed, 2009) and must combat hidden discrimination, thus making room for diversity (Llorent, 2012). From this study, the textbook material should pay attention to the diversity of students' conditions in terms of age, attitudes, biases, abilities, and interests.

Based on the research results above, it can be concluded that the specification of student suitability with student condition indicators has material specifications tailored to the abilities of students carried out by presenting them in the form of narrative texts, pictures, and song lyrics, adapted to the conditions of the student's cultural environment, and paying attention to conditions of student diversity.

Specifications of the truth of material indicator

For the specification of the truth of the material, from the questionnaire results, data were obtained that eight (100%) teachers agreed that the material in the student's book should be presented truthfully. The results of this questionnaire are supported by the interview with one of the teachers, who admitted that the material should be presented truthfully. Based on both questionnaire and interview results, it can be concluded that

the textbook materials need to be presented truthfully. This study's results align with the research by Sinaga, Saragi, & Azhari, which found that the feasibility of textbooks can be seen from the material accuracy aspect (Sinaga, Saragi, & Azhari, 2017). The results of this study also align with Susanti's research, stating that the feasibility of textbook material needs accuracy (Susanti, 2013).

Furthermore, this study's results support the statement of experts that the information presented in textbooks must be accurate (Mahmood, Iqbal & Saeed, 2009). Material accuracy includes factual accuracy and logical coherence (Çobanoğlu, Şahin, & Karakaya, 2009). Factual accuracy means that the material in the textbook contains the factual truth. Meanwhile, logical coherence can be interpreted as containing the truth of the concept.

The study results concluded that the indicators of material truth have material specifications, presented containing factual truths and material specifications and conceptual truths. It means that the textbook materials follow the facts and can be accepted by the truth of reason.

Specification of material that supports learning indicators

Based on the questionnaire results, according to eight (100%) teachers, making students active could be done by way of the material in the textbook, starting with questions and commands, which can stimulate students' curiosity. Therefore, it is better if the textbook materials start with a command or a question sentence to make students active.

This finding reinforces the expert's statement that the material in textbooks needs to develop reasoning and encourage students to explore further information (Firdaus, Samhati & Suyanto, 2014); promote student thinking (Mahmood, Iqbal & Saeed, 2009); develop students' curiosity (Sinaga, Saragi & Azhari, 2017); challenge readers to think critically and encourage students to express their views (Badea & Iridon, 2015).

Based on the above study, it can be denoted that the indicators of materials that support learning have specifications starting with a question sentence before the material to develop students' curiosity and a command sentence before the material to encourage students to explore further information.

Overall, based on the study results on the specification of textbook material for grade 1 MI in Salatiga City, it was found that each indicator of textbook materials turned out to have different specifications. To make it easier to understand, the research findings of textbook material specifications on each indicator can be seen in Table 1 below.

Table 1. Findings of material specifications
for *Madrasah Ibtidaiyah* textbooks

No	Indicator	Specification
A	The suitability of the material with the learning objectives	1. The general subject matters are adjusted to the KI and KD listed in Permendikbud Number 24 of 2016.
		2. Islamic subject matters are adjusted to the KI and KD listed in KMA Number 165 of 2014.
B	Material development	1. Sourced from reliable information technology
		2. Sourced from similar books
C	The suitability of the material with the student's condition	1. The materials are adapted to students' abilities by presenting them in the form of narrative texts, images, and song lyrics.
		2. The material is adapted to the conditions of the student's cultural environment.
		3. The material pays attention to the characteristics of student diversity.
D	The truth of material	1. The material contains factual truth.
		2. The material contains the truth of the concept.
E	Materials that support learning	1. At the beginning of the material, interrogative sentences are used to develop students' curiosity.
		2. At the beginning of the material, imperative sentences are used so students can explore further information.

CONCLUSION

Based on the research results and discussion, it can be concluded that the specifications for the textbook material for grade 1 MI in Salatiga City revealed the following. The indicator of the material suitability with the learning objectives had specifications for general subject matter to be adjusted to KI and KD in Permendikbud Number 24 of 2016 and for Islamic subject matter to be adjusted to KI and KD listed in KMA Number 165 of 2014. Indicators of material development had specifications sourced from information technology that can be accounted for and sourced from similar books. Then, indicators of student suitability with student conditions had material specifications tailored to students' abilities, carried out by being presented in the form of narrative texts, pictures, and song lyrics. The material should also be adapted to the conditions of the student's cultural environment and pay attention to the conditions of student diversity. In addition, the material truth indicator had material specifications containing factual and concept truth. Furthermore, material indicators that support learning had specifications using question sentences at the beginning to develop students' curiosity and command sentences at the beginning of the material to encourage students to explore further information. Based on these conclusions, the findings of this study have implications for the use of indicators in the assessment and development of textbooks in MI further.

REFERENCES

Ahmadong, H., Kade, A., & Sabang, S. (2017). *Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Sains Melalui Penggunaan Alat Peraga di Kelas V SDN 1 Dolong A. 5*(2), 44–51.

Aslan, C. (2010). An analysis of Turkish and French literature textbooks' outer structure and visual elements. *Procedia - Social and Behavioral Sciences*, *2*(2), 880–889. https://doi.org/10.1016/j.sbspro.2010.03.120

Asri, A. S. (2017). Telaah Buku Teks Pegangan Guru Dan Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas Vii Berbasis Kurikulum 2013.

RETORIKA: Jurnal Ilmu Bahasa, *3*(1), 70–82. https://doi.org/10.22225/jr.3.1.94.70-82

Atay, M., & Danju, I. (2012). Analysis of 1st Grade and 5th Grade Textbooks and Primary School Student's Views About Personal Traits in Gender Role in Society. *Procedia - Social and Behavioral Sciences*, *47*(October), 64–73. https://doi.org/10.1016/j.sbspro.2012.06.614

Badea, M., & Iridon, C. (2015). Students' Evaluation of a Romanian Language Textbook. *Procedia - Social and Behavioral Sciences*, *203*, 303–309. https://doi.org/10.1016/j.sbspro.2015.08.299

Barus, Y. K., & Djukri. (2013). *Pengembangan Buku Teks Tematik Tema Permainan Untuk Kelas III SDN Triadi Sleman Yogyakarta*. *1*(2), 208–221.

Çobanoğlu, E. O., Şahin, B., & Karakaya, Ç. (2009). Examination of the biology textbook for 10th grades in high school education and the ideas of the pre-service teachers. *Procedia - Social and Behavioral Sciences*, *1*(1), 2504–2512. https://doi.org/10.1016/j.sbspro.2009.01.442

Ernawati, Y. (2018). Telaah Buku Teks Tematik Terpadu Kelas Iv Sd Kurikulum 2013. *Jurnal Ilmiah Bina Edukasi*, *11*(2), 109–123. https://doi.org/10.33557/jedukasi.v11i2.223

Farzaneh, N., Kohandani, M., & Nejadansari, D. (2014). A Textbook Evaluation of Socio-cultural Contexts in Top Notch Series. *Procedia - Social and Behavioral Sciences*, *98*, 472–481. https://doi.org/10.1016/j.sbspro.2014.03.442

Firdaus, A., Samhati, S., & Suyanto, E. (2014). Analisis Kelayakan Isi Buku teks Bahasa Indonesia Terbitan Erlangga VII SMP/MTs. *Jurnal Kata (Bahasa, Sastra, Dan Pembelajarannya)*, *2*(4), 1–12.

Franzolin, F., & Bizzo, N. (2015). Types of Deviation in Genetics Knowledge Presented in Textbooks Relative to the Reference Literature. *Procedia - Social and Behavioral Sciences*, *167*, 223–228. https://doi.org/10.1016/j.sbspro.2014.12.666

Harsono, Y. M. (2015). Developing Learning Materials for Specific Purposes. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, *18*(2), 169. https://doi.org/10.15639/teflinjournal.v18i2/169-179

Kurbaita, Zulkardi, & Siroj. (2013). Pengembangan Buku Ajar Matematika Tematik Integratif Materi Pengukuran Berat Benda untuk Kelas I SD. *Kreano: Jurnal Matematika Kreatif-Inovatif*, *4*(1), 1–10.

Llorent, V. J. (2012). Curricular Planning from a New Perspective: Diversity, Gender and Textbooks. *Procedia - Social and Behavioral Sciences*, *47*, 1529–1533. https://doi.org/10.1016/j.sbspro.2012.06.855

Mahmood, K., Iqbal, M. Z., & Saeed, M. (2009). Textbook Evaluation Through Quality Indicators : The Case of Pakistan. *Bulletin of Education and Research*, *31*(2), 1–27.

Mohammadi, M., & Abdi, H. (2014). Textbook Evaluation: A Case Study. *Procedia - Social and Behavioral Sciences*, *98*(1994), 1148–1155. https://doi.org/10.1016/j.sbspro.2014.03.528

Moleong, L. J. (2008). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.

Muljono, P. (2007). Kegiatan Penilaian Buku Teks Pelajaran Pendidikan Dasar dan Menengah. *Buletin BSNP Media Komunikasi Dan Dialog Standar Pendidikan*, *II*(1), 1–24.

Pinto, L. E. (2007). Textbook Publishing, Textbooks, and Democracy: A Case Study. *Journal of Thought*, *42*(12), 99–121.

Prihartini, A. (2015). Pengintegrasian Konten Budaya Lokal Dalam Buku Tematik Pegangan Siswa Kelas V Sekolah Dasar. *Lingua*, *12*(2), 173–186.

Roubides, P. (2015). An Instructional Design Process for Undergraduate Mathematics Curriculum Online. *Procedia Computer Science*, *65*(April), 294–303. https://doi.org/10.1016/j.procs.2015.09.083

Simatwa, E. M. W. (2010). Piaget's theory of intellectual development and its implication for instructional management at presecondary school level. *Educational Research and Reviews*, *5*(7), 366–371.

Sinaga, E., Saragi, D., & Azhari, I. (2017). The Development of Initial Textbook Product of Local Historical Heritage for Class VI Students of Primary School in Raya District of Simalungun Indonesia. *British Journal of Education*, *5*(10), 62–75.

Suhendi. (2014). Pembelajaran Sains Dalam Desain Pendekatan Tematik Integratif. *Jurnal Tarbawiyah*, *11*(2), 221–234.

Susanti, R. D. (2013). Studi Analisis Materi Ajar "Buku Teks Pelajaran" Pada Mata Pelajaran Bahasa Arab di Kelas Tinggi Madrasah Ibtidiyah. *Arabia*, *5*(2), 199–223.

Tüm, G., & Uğuz, S. (2014). An Investigation on the Cultural Elements in a Turkish Textbook for Foreigners. *Procedia - Social and Behavioral Sciences*, *158*, 356–363. https://doi.org/10.1016/j.sbspro.2014.12.100

Zhao, X., & Zhu, L. (2012). Schema theory and college English reading teaching. *English Language Teaching*, *5*(11), 111–117. https://doi.org/10.5539/elt.v5n11p111