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Feasibility Analysis of Geography Textbooks for Class X Semester 2 Hydrosphere Material

**Intan Prama Santi¹, Parida Angriani^{2*}, Karunia Puji Hastuti³, Sidharta Adyatma⁴,
Nevy Farista Aristin⁵**

^{1,2,3,4,5}Universitas Lambung Mangkurat, Jl. Brigjend Jalan Hasan Basri Banjarmasin,
Kalimantan Selatan - Indonesia

¹intanprama10@gmail.com, ²parida.angriani@ulm.ac.id, ³karuniapuji@ulm.ac.id;
⁴sidharta.adyatma@ulm.ac.id; ⁵nevyfarista@ulm.ac.id

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Abstract: A good textbook must be by the applicable curriculum. The subject matter presented in the textbook must be by the correct concept. However, many textbooks on the market still present wrong concepts. Conceptual errors are permanent in students' thinking, making them difficult to change. Assessment of geography textbooks needs to be carried out to determine the conformity of the textbook content with the quality standards determined by the Curriculum, Standards, and Educational Assessment Agency (BSKAP). Assessment standards include content, language, presentation, and design standards. The object of research is the geography textbook published by Erlangga, the Merdeka Curriculum edition. The material analyzed is the hydrosphere material presented in class X semester 2. This research uses descriptive content analysis techniques, using a quantitative approach. The data obtained is analyzed by scoring each component item, calculating percentages, determining eligibility criteria, and describing the assessment results. Based on the overall assessment results, the percentage was 81%. The results of this assessment are included in the appropriate criteria. However, several suggestions are given by the teacher, so that the author can consider them in revising or improving the book.

Keywords: textbook; feasibility analysis; BSKAP

Abstrak: Buku teks pelajaran yang baik harus memiliki kesesuaian dengan kurikulum yang berlaku. Materi pelajaran yang disajikan dalam buku teks pelajaran harus sesuai dengan konsep yang benar. Namun kenyataannya masih banyak buku teks pelajaran yang beredar di pasaran menyajikan konsep yang salah. Kesalahan konsep bersifat permanen dalam pemikiran siswa, sehingga sulit untuk diubah. Penilaian buku teks pelajaran geografi perlu dilakukan untuk mengetahui kesesuaian isi buku teks pelajaran dengan standar kualitas yang telah ditentukan oleh Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP). Standar penilaian meliputi standar isi, bahasa, penyajian, dan desain. Buku teks pelajaran geografi terbitan Erlangga edisi Kurikulum Merdeka menjadi objek dalam penelitian ini. Materi yang dianalisis adalah materi hidrosfer yang disajikan di kelas X semester 2. Penelitian ini menggunakan teknik analisis konten deskriptif, melalui pendekatan kuantitatif. Data yang diperoleh dianalisis dengan

memberikan skor pada setiap butir komponen, perhitungan persentase, penentuan kriteria kelayakan, dan mendeskripsikan hasil penilaian. Berdasarkan hasil penilaian secara keseluruhan didapatkan persentase sebesar 81%. Hasil penilaian tersebut termasuk dalam kriteria layak. Walaupun demikian, ada beberapa saran yang diberikan oleh guru, sehingga dapat menjadi pertimbangan penulis dalam proses revisi atau perbaikan pada buku.

Kata Kunci: buku teks pelajaran; analisis kelayakan; BSKAP

INTRODUCTION

The government policy regarding the use of quality textbooks by the Merdeka Curriculum is through the Minister of National Education Regulation Number 2 of 2008, namely regarding textbooks that are used as mandatory references for teachers at all levels of education. A good textbook must have material content by the applicable curriculum, both in terms of curriculum standards, content, and whether it is easy for teachers and students to digest (Gokmenoglu et al., 2023; Simpson et al., 2021). Textbooks must present subject matter with correct concepts (Bataeva, 2018; de Castell, 1990; Wu et al., 2023). If there are wrong concepts in the lesson material, it will interfere with students' understanding of the content of the lesson text. Usually, these conceptual errors are permanent in students' thinking, making them difficult to change. Any incorrect concepts will interfere with readers' understanding of the content of the lesson text, cause confusion in thinking, and make it difficult to understand or formulate their generalizations (Purwanto, 2003).

Textbooks are a supporting media that play a vital role in learning (Aksa et al., 2018; Muslich, 2016). Analyzing textbooks is important to create a classroom atmosphere that allows students to learn (Khairunisa & Ahyuni, 2023). In classroom learning activities, textbooks are a guide for teachers and students and an evaluation tool for achievement or mastery of learning outcomes (Yustesia, 2018). Textbooks are very important in the learning process because they contain material that must be conveyed to students according to the subject.

Currently, many geography textbooks are published by various publishers, such as Tiga Serangkai, Aneka Ilmu, Yudistira, or Gramedia. These books are considered high quality and can provide good support in the learning process (Handayani, 2021). However, it should be noted that differences in quality between one textbook and another can be seen when assessed based on assessment standards from the Educational Standards, Curriculum, and Assessment Agency (BSKAP). Based on the Regulation of the Minister of Education, Culture, Research and Technology Number 28 of 2021 concerning the Organization and Work Procedures of the Ministry of Education, Culture, Research, and Technology article 234, BSKAP is tasked with carrying out the preparation of standards, curriculum, educational assessments and managing the bookkeeping system. Specifically for books, BSKAP, through the Book Center (Pusbuk), reviews and determines the suitability of educational books based on quality standards consisting of standards for material, presentation, language, design, and graphics. This means that all educational books on the market should go through this stage.

However, one of the problems often found in textbooks on the market is the presentation of too many concepts without any generalization, which can result in a lack of students' understanding of the basic concepts of the subject (Arrohman, 2012; Muslich, 2016). The same thing also happens in geography textbooks. Textbooks are only

dominated by facts/data and concepts, but generalizations are rarely found, so students tend to memorize facts/data and concepts without understanding how to apply them (Aksa, 2016; Sari et al., 2012; Sumarmi, 2001). Therefore, an assessment of geography textbooks needs to be carried out to determine the appropriateness of the contents of textbooks to BSKAP standards.

Based on the BSKAP Book Center, geography textbooks for high school should present material that can develop students' abilities to think at a high level, critically, creatively, solutions, and collaboratively. Apart from that, textbooks are expected to be able to direct students to use concept boxes and questions that can train and measure high-level thinking, critical, creative, and problem-solving abilities. Textbooks should ideally be presented simply and communicatively to make it easier for students to learn the contents of the book (de Castell, 1990; Simon et al., 2020).

Based on the results of interviews with high school geography teachers in Banjarmasin, geography textbooks must be analyzed first before being used as a guide or reference in the learning process. It is important to carry out analysis because in several textbooks material errors are often found, apart from that, the media in the form of pictures or illustrations included are not colored (black and white), the pictures do not match the material or explanation, so they do not help students understand/clarify the material. This is in line with research conducted by (Aksa et al., 2018) which states that high school geography textbooks have not been able to help students learn to solve problems and think creatively (textbooks are still classified as not closely looking at problematic discussions). This condition will cause geography learning in schools to fail to produce graduates who can think critically about the demands of 21st-century learning (Aksa et al., 2018).

Other research conducted by (Amin, 2016) shows that in high school geography textbooks there are still many errors, such as incompatibility of material content with the curriculum, conceptual errors, language errors, and incorrect image functions. If this continues, mistakes will continue and confuse students' thinking (Amin, 2016). Apart from that (Syafri et al., 2020) also show that the quality of textbooks on the market is still relatively low, with a high level of material density and has basic content problems, such as content, language, design, writing methods, and strategy indexing.

Based on this, the suitability of textbook material is interesting to research. One of the materials in textbooks that is important to analyze is the hydrosphere material. Hydrosphere material was chosen for analysis because conceptual errors often occur in this material. One of them is about the hydrological cycle. In student textbooks, it is explained that there are three types of hydrological cycles, namely short cycles, medium cycles, and long cycles, but in theory, there is no division into the hydrological cycle because it is one unit, namely the hydrological cycle (Inglezakis et al., 2016; Mekuria & Tegegne, 2023; Singh & Singh, 2021). Errors in the use of terms are also often found in circulating geography textbooks, such as the word "*hidro*" which should be written as "hydros".

The geography textbook published by the Erlangga Merdeka Curriculum edition is the object of this research. This is based on the results of interviews with most high school geography teachers in Banjarmasin. They use textbooks published by Erlangga as a reference learning resource. Based on these conditions, it is important to research to analyze the level of suitability of high school Geography textbooks published by Erlangga for class X Semester 2 on Hydrosphere material based on standards from the Curriculum, Standards, and Educational Assessment Agency (BSKAP). This is done so that the

textbooks used by students are appropriate and can stimulate students to think critically and creatively.

METHOD

This research is descriptive research, to provide an objective description of a situation. In this research, an in-depth analysis was carried out regarding the contents of the textbook (content analysis). The textbook chosen was a high school geography textbook published by Erlangga. The textbook material that is analyzed is the Hydrosphere material. The data obtained was then analyzed using the following steps:

a. Provide a score for each component item

Scoring is by the accompanying Textbook Assessment and Review Instrument guidelines published by the Book Center - Educational Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research and Technology. The assessment (scoring) is presented in Table 1 below.

Table 1. Assessment (Scoring)

Score	Information
1	Very poor, if overall the assessment component items are not found in the material.
2	Less, if only a few assessment component items are found in the material.
3	Good, if most of the assessment component items are found in the material.
4	Very good, if overall assessment component items are found in the material.

Source: Book Center - BSKAP Ministry of Education and Culture, 2023

b. Percentage calculation

$$P = \frac{S_{real}}{S_{max}} \times 100\%$$

Information:

P = Percentage

S_{real} = Total score obtained

S_{max} = Maximum total score

c. Establish eligibility criteria

The calculation results in percentage form are then adjusted to the standards used to determine feasibility. Interpretation of the calculation results is presented in Table 2 below.

Table 2. Feasibility Criteria

Percentage Interval	Interpretation Criteria
85% - 100%	Very Eligible
65% - 84%	Eligible
55% - 64%	Sufficiently Eligible
40% - 54%	Not Eligible
0% - 39%	Very Ineligible

Source: Book Center - BSKAP Ministry of Education and Culture, 2023

d. Describe the assessment results

In this case, the research findings in each component item will be discussed with theory or previous research results. Apart from that, this activity also provides suggestions that are relevant to the research findings.

RESULT AND DISCUSSION

Result

The assessment analysis of the Erlangga publisher's geography textbook (Merdeka Curriculum edition) is based on standards set by the Educational Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research, and Technology. Three aspects of feasibility are assessed and analyzed, including appropriateness of content/subject matter, appropriateness of language, and appropriateness of presentation.

1) Feasibility Aspects of Content/Study Materials

The assessment of the feasibility aspect of the content in this research consists of six subcomponents. There are several component items in each subcomponent. Each component item has assessment indicators which are presented in the assessment results recapitulation table below. Assessment is carried out by geography teachers.

Table 3. Recapitulation Results of Content Feasibility Assessment

Subcomponents	Score	Maximum Score	Percentage	Criteria
A. Legal feasibility	4	4	100%	Very eligible
B. Norm feasibility	11	12	92%	Very eligible
C. Synchronize Learning Objectives (ATP) and textbook materials with Learning Outcomes (CP) in the learning phase	7	8	88%	Very eligible
D. Study material following scientific principles	3	4	75%	Eligible
E. Recency, contextuality, and implementation	7	8	88%	Very eligible
F. Strengthening the Pancasila Student Profile	6	8	75%	Eligible
Total	38	44	86,33%	Very eligible

Source: Analysis Results, 2023

Based on the research results listed in Table 3, it is known that the content feasibility aspect of the Hydrosphere material contained in the geography textbook published by Erlangga overall received a percentage of 86.33%, the results of this assessment are included in the very appropriate criteria.

a) Subcomponents of Legality and Norms

Based on the legality subcomponent of textbooks, citing material in lesson texts and/or images is carried out correctly and precisely by citation rules. Quoting both sentences and images, include the source of the quotation by writing the author's name and year in the body of the lesson text and the complete bibliography. Following the terms and criteria stated in the textbook assessment instrument by the Book Center - BSKAP 2023, the legality subcomponent received a score of 4 with very appropriate criteria. This is because the information presented in the Hydrosphere material includes the citation source, as in the examples on pages 248 and 272.

Selain penurunan tanah, beberapa penelitian mengungkapkan adanya kemungkinan terjadinya rembesan air laut di kawasan pesisir. Air tanah pada lapisan akuifer yang dipompa ke permukaan tergantikan oleh air laut, air bergerak mendekati ke arah daratan. Pada tahun 2010, Prof. Dr. Otto SR Ongkosono, peneliti utama Pusat Penelitian Oseanografi LIPI, mengungkapkan bahwa intrusi air di pesisir Jakarta mencapai 3 km, bahwa pada air tanah dalam telah mencapai 10 km. Sifat air laut yang asin (salinitasi tinggi) akan merusak/mengorosi infrastruktur bangunan, seperti fondasi atau tiang pancang.

Pencemaran air tanah, pengambilan air tanah secara intensif juga berisiko pada pencemaran air tanah dalam yang bersumber dari air tanah dangkal yang tercemar, maka kualitas air tanah yang semula baik akan menurun dan bisa jadi tidak dapat dimanfaatkan atau dikonsumsi.

Sumber: perumdatirtapatriot.co.id/pemanfaatan-air-tanah-saat-ini/ (diakses pada 19 Maret 2022)


Figure 1. Evidence of Citing Sources from Articles
(Source: Source: Geography Social Sciences Textbook for Class X High School, Erlangga Publisher (Merdeka Curriculum edition))

Figure 1 explains the evidence for citing sources from the article on page 248. By including the source from the article, the subject matter studied meets the requirements and criteria stated in the legality subcomponent assessment instrument. Based on the results of the assessment of the legality subcomponent in the subject matter studied, it is included in the very appropriate criteria.


b) Synchronization of Learning Goals (ATP) and Learning Achievements (CP)

This subcomponent as a whole gets a score of 7 with a percentage of 88%, which is included in the very feasible criteria. The study material is said to be very feasible because the Hydrosphere material includes all learning goals and learning achievement elements.

Figure 2 below explains one piece of evidence the subject matter studied includes all learning goals and learning achievement elements (activity 6.1 page 246). In activity 6.1, students are asked to study one of the flood phenomena and then relate it to the water cycle that has been studied previously. From activity 6.1 students can understand the relationship between the flood phenomenon and the water cycle, how this phenomenon can occur, and how to prevent or mitigate what needs to be done.

 **Kegiatan 6.1**

Memahami siklus air dan dampaknya pada kehidupan
Perhatikan gambar berikut.



Gambar menunjukkan fenomena banjir di Bekasi, Jawa Barat, pada 2020. Berdasarkan gambar tersebut, kerjakanlah tugas berikut.

1. Bentuklah kelompok yang terdiri atas 2–3 orang.
2. Kajiilah fenomena yang ada pada artikel tersebut.
3. Kaitkan dengan siklus air. Manakah proses pada siklus air yang harus difokuskan agar peristiwa tersebut dapat dihindari atau dimitigasi.
4. Presentasikan hasil kajian kalian di depan kelas. Mintalah teman-teman kalian untuk menanggapi.

Figure 2. Assignments According to Learning Goals and Learning Achievement Elements (Source: Geography Social Sciences Textbook for Class X High School, Erlangga Publisher (Merdeka Curriculum edition))

c) Study Material following Scientific Principles

This subcomponent received a score of 3. This shows that the lesson material has met assessment standards and has been described validly and accurately by scientific principles so that it does not give rise to the potential for misunderstanding among students. The lesson material presented in the Hydrosphere Chapter is explained coherently and systematically by learning goals and learning achievements, making it easier for students to understand the lesson material. Based on the assessment, the teacher suggests giving a detailed explanation in the Water Cycle Sub-chapter. These suggestions can be taken into consideration by the author when making revisions to the textbook.

d) Recency, contextuality, and implementation

The subcomponents of sophistication, contextuality, and implementation, overall received a score of 7 with a percentage of 88%. This subcomponent is included in the very feasible criteria. Even though the overall score was very decent, several teachers suggested that the author provide examples based on real-life events that often occur in the surrounding environment so that students can more easily understand the subject matter by connecting the theory studied with events that occurred. students have or have experienced directly (contextual).

e) Strengthening the Pancasila Student Profile

Following Ministry of Education and Culture regulations, this subcomponent received a total score of 6 with a percentage of 75%, included in the appropriate criteria. Strengthening the Pancasila Student Profile can be found at the beginning (cover) of the chapter studied.

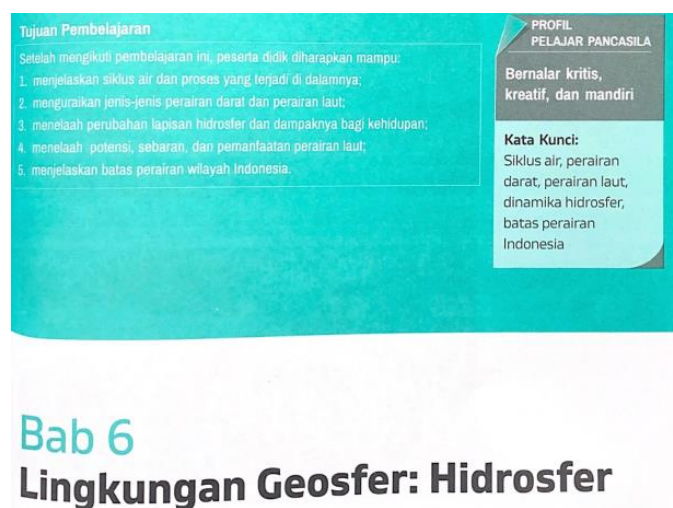


Figure 3. Pancasila Student Profile on Hydrosphere Material
(Source: Geography Social Sciences Textbook for Class X High School, Erlangga Publisher (Merdeka Curriculum edition))

2) Aspects of Linguistic Feasibility

The assessment of the appropriateness aspect of language in this research consists of two component items, namely the feasibility of the language used with the development of students and the use of language that is good, correct, and easy to understand. These two component items are contained in the subcomponent, namely the

use of language by standards, rules, and lesson context. Each component item has assessment indicators which are presented in the assessment results recapitulation table below.

Table 4. Recapitulation Results of Language Appropriateness Assessment

Subcomponents	Score	Maximum Score	Percentage	Criteria
G. Use of language by the standards, rules, and context of the lesson	6	8	75%	Eligible

Based on Table 4, it is known that the feasibility aspect of presentation/language in the Hydrosphere material contained in the Erlangga publisher's geography textbook (Merdeka Curriculum edition) overall gets a percentage of 75%, the results of this assessment are included in the appropriate criteria. Based on the results of the assessment, there are several suggestions given by the teacher, such as the use of repeated conjunctions and word combinations (diction) that are difficult to understand. These suggestions can be taken into consideration by book authors in the process of revising or improving existing textbooks.

One example of inappropriate words (diction) is on page 254. In the written sentences, repeated conjunctions (and) were found, and inappropriate words (genetics) made it difficult for students to understand.

Pembentukan sungai juga dipengaruhi oleh struktur pelapisan batuan yang dilalui. Itulah sebabnya arah dan kedalaman sungai dan sifat integrasi dari sejumlah anak sungai dengan sungai utama menjadi bervariasi. Hal ini menyebabkan adanya berbagai tipe sungai. Berdasarkan genetiknya, tipe-tipe sungai tersebut antara lain sebagai berikut.

Figure 4. Inappropriate Use of Words in Sentences

(Source: Geography Social Sciences Textbook for Class X High School, page 254, Erlangga Publisher (Merdeka Curriculum edition))

3) Aspects of Feasibility of Presentation

The assessment of the feasibility aspect of presentation in this research consists of two subcomponents, namely presentation technique and presentation support. These two subcomponents contain three assessment component items. Each component item has assessment indicators which are presented in the assessment results recapitulation table below.

Table 5. Recapitulation Results of Presentation Feasibility Assessment

Subcomponents	Score	Maximum Score	Percentage	Criteria
H. Presentation Techniques	5	8	63%	Sufficiently Eligible
I. Presentation Support	3	4	75%	Eligible
Total	8	12	69%	Eligible

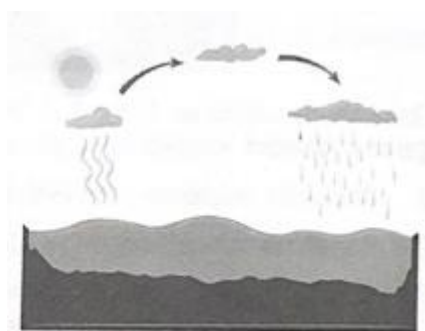
Based on Table 5, it is known that the feasibility aspect of the presentation of the Hydrosphere material contained in the geography textbook from the Erlangga publisher

(Merdeka Curriculum edition) overall received a percentage of 69%, the results of this assessment are included in the appropriate criteria.

a) Presentation Techniques

The presentation technique of lesson material is declared appropriate if it meets the standard assessment instruments that have been determined, namely the presentation of lesson texts and/or images by the reading ability and age development level of students. The presentation of images is relevant and supports the clarity of the material. Images in books are visual materials that can be in the form of photos, line illustrations, tables, maps, plans, diagrams, charts, and infographics. The image must be in harmony with the lesson text, both in material and color and in placement. Images should not just exist without helping to clarify the material.

The results of the assessment recapitulation show that the presentation technique subcomponent received a percentage of 63% in the quite adequate category. Based on the results of this assessment, there are several suggestions for presenting images in the material studied. All images/illustrations in the material studied are not color or black and white and some images do not contain any information. Presenting pictures/illustrations in black and white will be considered less interesting and difficult to arouse students' interest in reading. Presenting black-and-white images is considered less effective because it makes it difficult for students to differentiate between one object and another in the image.



Gambar 6.3 Siklus air pendek.

Figure 5. The Image in the Textbook is Black and White and without Information (Source: Geography Social Sciences Textbook for Class X High School, Erlangga Publisher (Merdeka Curriculum edition))

b) Presentation Support

The results of the assessment recapitulation show that the design presentation support subcomponent obtained a percentage result of 75% in the feasible category. Based on this assessment, the presentation support subcomponent is said to be appropriate because the subject matter studied meets the standards set in the instrument. Having a summary at the end of the chapter and example questions in each sub-chapter can help students understand the subject matter that has been taught previously. In the subject matter studied, there is a summary at the end of the chapter as well as example questions in each sub-chapter and at the end of the chapter, but no concept map was found at the beginning of the chapter, this is a suggestion for improvement for the author to include a concept map at the beginning of each chapter.

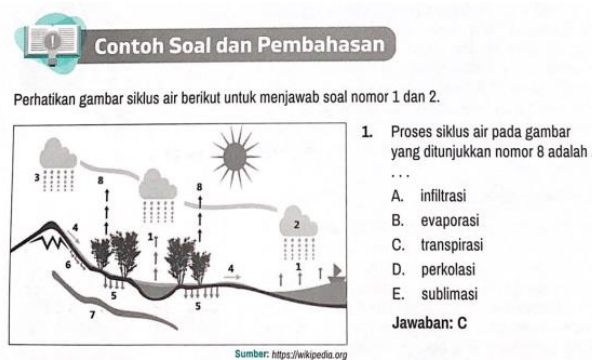


Figure 6. Example of Questions and Discussion in the Water Cycle Sub-Chapter (Source: Geography Social Sciences Textbook for Class X High School, Erlangga Publisher (Merdeka Curriculum edition))

Discussion

1. Aspects of Feasibility of Content/Study Materials

A good textbook must have material content by the applicable curriculum, both in terms of curriculum standards, content, and whether it is easy for teachers and students to digest (Sitepu, 2014). Curriculum development will influence learning activities, including the pattern and arrangement of subject matter that students must take (Gokmenoglu et al., 2023). The subject matter prepared in a textbook must follow the applicable curriculum so that student success can be achieved optimally. Textbooks must also present material that is by the correct concepts (Aksa et al., 2018; Simpson et al., 2021). Three indicators must be considered when conducting a content feasibility analysis, namely the suitability of the material description with the curriculum, the accuracy of the material, and the learning support material (Muslich, 2016; Rihanah & Irma, 2022). In this research, the analysis carried out on aspects of the appropriateness of the content of geography textbooks focuses on six subcomponents of assessment, including appropriateness of legality and norms, synchronization of learning goals (ATP) and learning achievement (CP) in the Merdeka curriculum, the correctness of the material, up-to-date material, and strengthening the profile of Pancasila students. The assessment results on the overall suitability aspect of the content/material obtained a percentage of 86.33%, these assessment results are included in the very appropriate criteria. However, several suggestions can be taken into consideration by authors and publishers in improving existing textbooks.

The analysis carried out on aspects of the appropriateness of geography textbook material focuses on six subcomponents of assessment, namely (1) legality, (2) norms, (3) synchronization of learning objectives and learning outcomes, (4) correctness of lesson material, (5) up to date and contextuality of subject matter, and (6) strengthening the profile of Pancasila students. The assessment results on the overall feasibility aspect of the content/subject matter obtained a percentage of 86.36%, the assessment results are included in the very appropriate criteria. Based on the results of the assessment on the suitability aspect of the content/material, several suggestions can be taken into consideration by authors and publishers in improving existing textbooks, such as presenting detailed lesson material, providing contextual examples, using language that is easy for students to digest/remember, presents interesting/colorful images, and includes a concept map at the beginning of the chapter.

2. Aspects of Linguistic Feasibility

Communicative language is one of the criteria for a textbook to be said to be of good quality. Apart from that, the language used in textbooks must comply with standard language rules. This will make it easier for students to digest the content of the material in the textbook. (Amin, 2016). Textbooks must use Indonesian properly and correctly. The correct choice of words (diction) must follow the target reader, concepts, and taste values. Choosing words (diction) correctly can express the concept or meaning that the writer wants to convey to the reader (Green, 2019). Good diction has the following characteristics: (1) accurately expresses the author's concept; (2) contains positive values (kind, respectful, polite); (3) can be distinguished between denotation and connotation; (4) easy to understand the meaning in the sentence; and (5) does not cause ambiguity (Rihanah & Irma, 2022).

The assessment results on the overall language appropriateness aspect obtained a percentage of 75%. The results of this assessment are included in the appropriate criteria. However, improvements are still needed in the linguistic aspect to make it easier for students to understand the meaning of the lesson material being explained. To avoid language errors, teachers can first review the textbook before using it. This aims to ensure that mistakes can be corrected by the teachers themselves and informed to students.

The Geography textbook for class X (Merdeka Curriculum edition) published by Erlangga has been used as a reference for teachers so far, linguistically there are still many errors. Overall, language correctness which consists of paragraph correctness and sentence correctness contains many errors. Many paragraphs are unclear about the main idea, have too many concepts, and are too short. There are many incorrect sentences in textbooks, such as errors in sentence structure and the main idea of the sentence being conveyed is unclear. If this continues, existing errors will be accepted as valid truths (Mahyati, 2011).

3. Aspects of Feasibility of Presentation

The feasibility aspect of presentation is assessed based on two subcomponents, namely presentation technique and presentation support. The assessment results on the overall design feasibility aspect obtained a percentage of 66.67%. This figure is included in the feasible criteria. The assessment results are based on standards set by the Book Center - BSKAP. In general, the Geography Social Sciences textbook published by the Erlangga publisher is very interesting, because it uses pictures/illustrations in each chapter and sub-chapter. The presentation of images is useful for clarifying the content of the material presented, but the content of geographic concepts in this textbook is still relatively low. The concept of geography presented in the social studies textbook - Geography is useful for training students' way of understanding spatial phenomena (Robbi & Ahyuni, 2022).

An image does not function in a textbook if the image is unrelated/irrelevant to the subject matter being discussed. If the image provides an example of existing fact/reality information, the image is classified as an example of a fact. However, if the image functions to represent the concept being discussed, the image is classified as an example of the concept (Amin, 2016). Textbooks are very important in supporting learning activities in the classroom. Therefore, so that learning can run well and students can understand the material presented by the teacher, textbooks must meet appropriateness standards, one of which is appropriateness of presentation. This is

because the presentation appropriateness standard is something that greatly influences the quality of textbooks in conveying learning material and other aspects (Nova et al., 2022).

According to the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 25 of 2022 concerning the Evaluation of Educational Books, textbooks must conform to the flow of learning objectives and learning outcomes in the form of explanations, applications, and examples. Apart from that, it is mandatory to meet the appropriateness of content, language, presentation, and graphics by the standards set by BSKAP through the Book Center. If we refer to these requirements, then the Geography textbook for class X published by Erlangga, Merdeka Curriculum edition, specifically on the Hydrosphere material examined in this research is considered feasible. However, improving the quality of textbooks must always be carried out.

CONCLUSION

Referring to the feasibility aspect of the material based on the BSKAP - Center for Bookkeeping standards, the Geography textbook on the Hydrosphere material as a whole is declared adequate or has a score of 76.78%, consisting of (1) content/material feasibility aspect with a score of 86.33% on the criteria are very feasible, (2) the language feasibility aspect with a score of 75% on the appropriate criteria, and (3) the presentation feasibility aspect with a score of 69% on the appropriate criteria. However, textbooks still require improvement/revision in several parts based on teacher suggestions, such as providing detailed explanations, especially in the water cycle section, providing examples based on real events in the environment, using words and sentences that are easy for students to understand, presenting clear pictures. in harmony with the lesson text, both in material, color, and placement. Based on these suggestions, the author and/or publisher can revise the errors found and update the information in the textbook according to the standards determined by BSKAP.

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