



Manuscript Title: Integrative Thematic Textbooks for Elementary School Students and The Impact
Author(s): Suwardi, Muhammad Akhyar, Siswandari and Asrowi
Accepted Date: 23 June 2022

Please cite this article as: Suwardi, Muhammad Akhyar, Siswandari and Asrowi. (2022). Integrative thematic textbooks for elementary school students and the impact. *Asia Pacific Journal of Educators and Education* (Early view).

This is a provisional PDF file of an article that has undergone enhancements after acceptance, such as the addition of a cover page and metadata, and formatting for readability, but it is not yet the definitive version of record. This version will undergo additional copyediting and typesetting before it is published in its final form, but we are providing this version to give early visibility of the article.

EARLY VIEW

Integrative Thematic Textbooks for Elementary School Students and The Impact

Suwardi^{1*}, Muhammad Akhyar², Siswandari³ and Asrowi⁴

¹The Education Science Department, Universitas Sebelas Maret Surakarta, Surakarta, Indonesia

²Mechanical Engineering Department, Universitas Sebelas Maret Surakarta, Surakarta, Indonesia

³Accounting Education Department, Universitas Sebelas Maret Surakarta, Surakarta, Indonesia

⁴Guidance and Counseling Education Department, Universitas Sebelas Maret Surakarta, Surakarta, Indonesia

*Corresponding author: suwardi_imam@yahoo.com

Abstract: This research aims at examining the development of the integrative thematic textbooks for the elementary school students and the impact of the textbooks towards their learning. This research was designed using Research and Development (R&D) using AWARDIE model which was developed from the ADDIE model. Research participants involved experts, teachers and students. Data was collected through interviews, document analysis, questionnaires and Focus Group Discussion methods. To analyse the data, some statistical formulas were used, such as: Levene, Kolmogorov-Smirnov, t-test and Omega Squared. The findings show that the integrative thematic textbooks have high validity based on the experts and practitioners' judgements. In addition, the textbooks developed are proven to be effective to improve the students' learning.

Keywords: integrative thematic textbooks, AWARDIE model, impact

INTRODUCTION

Based on preliminary research, it is found that the use of several separate textbooks confused the understanding of the first graders at Islamic elementary school, also known as Madrasah Ibtidaiyah (MI) in Salatiga, Central Java, Indonesia. According to the teachers, the use of several textbooks with various themes was not appropriate to the condition of MI students who have integral thinking characteristics. These separate textbooks including Fiqh, Al-Qur'an Hadith, Aqidah Akhlak and Arabic textbooks, are used during the learning process in the first graders of MI recently.

The use of such separate textbooks has caused various problems, for instance: the teacher has difficulty in managing lesson schedules, the students have difficulty in preparing textbooks, the materials in thematic textbooks are not synchronous with the materials in religious textbooks, teachers and students have difficulty in determining learning objectives, and teachers have difficulty in assessing student learning outcomes.

To solve the problems, according to the teachers' opinion, a textbook that can integrate all subjects is needed. This integration is considered important which can adjust the characteristics of MI students. Rahayu & Hidayah (2014) argued that MI students see everything as a whole or holistic. This integral way of thinking is in accordance with the views of Gestalt theory, General Theory of System Approach, and Schema Theory. Gestalt theory views that humans cannot understand stimuli separately, but stimuli

are understood simultaneously into meaningful configurations (Arip et al., 2013; Forti, 2015; Hidayati, 2011). The General Theory of System Approach views the importance of learning that involves multidisciplinary (Ramosaj, 2014). Schema theory views human perception and understanding as a combination of previous knowledge and experience as a whole and full of meaning (An, 2013; Davis, 2013; Heo et al., 2011). Therefore, this study is intended to develop an integrative thematic textbook that can integrate all subjects.

LITERATURE REVIEW

In the guidelines for textbook assessment published by the Curriculum Centre of Research and Development Agency, Ministry of Education and Culture in 2015, it is explained that the assessment of textbook quality is based on material, presentation and language components.

The material components in the textbook should consider several aspects such as the learning objectives, the development of science, the diversity of students, its ability to increase student knowledge, its accuracy, and its ability to support learning activities (Mahmood et al., 2009; Muljono, 2007; Muslich, 2010; Sinaga et al., 2017). The material in textbooks should also consider gender equality and non-discrimination, to provide space for diversity (Atay & Danju, 2012; Llorent, 2012; Raguindin, 2020; Sovič & Hus, 2015), and the socio-cultural context (Farzaneh et al., 2014; Mortari & Ubbiali, 2017; Tüm & Uğuz, 2014).

Textbooks need to be well presented in order to attract students' interest. Teaching materials will have an impact, if the presentation and content are interesting (Harsono, 2007). It is argued that to present a good textbook it is necessary to pay attention to the type and size of the letters, to have a complete and detailed table of contents, each lesson to be given an appropriate title, to have a list of words, and to have a complete bibliography (Badea & Iridon, 2015). Çobanoğlu et al. (2009) reported that visualisation of material is related to image quality (Çobanoğlu et al., 2009). Soleimani (2012) stated that font size affects reading speed, 12 pt font size is read faster than 10 pt font size, but font and spacing have no effect on reading speed (Soleimani & Mohammadi, 2012).

Textbooks need to be arranged in a good language to ease the students to understand them. According to Kurbaita et al. (2013), textbooks are written using applicable language rules. The grammar and vocabulary for writing textbooks should be adjusted to the abilities and differences in student learning styles (Mohammadi & Abdi, 2014). The number of sentences in the textbook needs to be adjusted according to the age of the students (Izgi & Seker, 2012). Mahmood et al. (2009) stated that in order to be easy to understand, textbooks need to be written clearly and use an attractive writing style.

Good textbooks can affect the learning process and can improve student learning outcomes. Some scholars argued that the material in textbooks can improve the learning process (Badea & Iridon, 2015; Sinaga et al., 2017). Textbooks are one of the main factors to obtain knowledge taught in schools (Franzolin & Bizzo, 2015), as a learning resource and support to increase student knowledge (Behnke, 2018; Elvita et al., 2019). Textbooks as the main source of education are efficient tools to achieve learning outcomes (Aslan, 2010). Asri (2017) stated that the quality of textbooks also determines learning outcomes. Kurbaita et al. (2013) clearly stated that thematic learning textbooks can improve student learning outcomes.

The textbook must be adapted to the characteristics of the students. The characteristic of MI / SD students is that they have integrative thinking (Curriculum Centre of Ministry of Education Affair 2006). This is in accordance with the viewpoint of the Gestalt theory that humans cannot understand stimuli separately, but

stimuli are understood simultaneously into meaningful configurations (Arip et al., 2013; Forti, 2015; Hidayati, 2011). The General Theory of System Approach views the importance of learning that involves multidisciplinary (Ramosaj, 2014). Schema theory views human perception and understanding as a combination of previous knowledge and experience as a whole and full of meaning (An, 2013; Davis, 2013; Heo et al., 2011). The use of the thematic-integrative learning approach is appropriate for MI students who have characteristics of integrative thinking (Abduh, 2014; Barus & Djukri, 2013; Prastowo, 2014; Rahayu & Hidayah, 2014).

METHODOLOGY

This research used Research and Development (R&D) design, while the product developed was an integrative thematic textbook that combines the five subjects taught in MI level as mentioned previously.

The product was developed using the AWARDIE model which is a modification of the ADDIE model. AWARDIE is derived from ADDIE which was then developed by adding the Awareness of Problem and changing the Design stage into the Redesign stage. The ADDIE model is an instructional design model that includes Analysis, Design, Development, Implementation and Evaluation (Aldoobie, 2015; Azimi et al., 2015; Botturi, 2003). Therefore, the stages when the AWARDIE model is used includes the stages of Awareness of problem, Analysis, Redesign, Development, Implementation and Evaluation. The process of modification from ADDIE into AWARDIE can be seen in Figure 1.

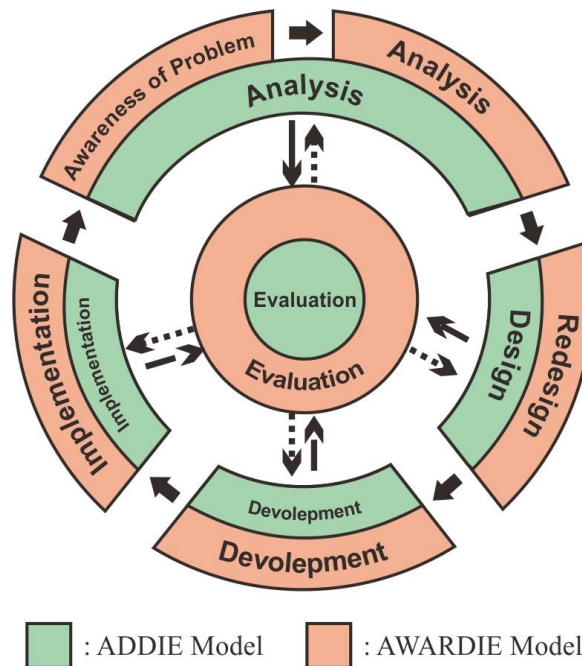


Figure 1. Modification of the ADDIE model development into the AWARDIE model

Awareness of Problem

The awareness of problem stage is carried out to find problems, find the causes of problems, and find solutions to problems. This stage is carried out through preliminary research.

Analysis

In this Analysis stage, the condition of the existing textbooks and the required integrative thematic textbooks are analyzed.

Redesign

The redesign stage is the stage of designing an existing integrative thematic textbook. In addition, the specifications and prototypes of integrative thematic textbooks are also designed in this stage.

Development

The development stage is the stage to develop an integrative thematic textbook. The researchers compile an integrative thematic textbook prototype, expert assessment, practitioner assessment, FGD with practitioners, and conduct a try- out for the integrative thematic textbook prototypes.

Implementation

The implementation stage is the stage for implementing the integrated thematic textbook that has been developed into the learning process. It is carried out through experimental research.

Evaluation

The evaluation stage is the stage for evaluating the implementation of the innovative product at each stage.

The research respondents consisted of experts, teachers and students. Six experts (three professors and three associate professors) became the respondents who rated integrative thematic textbooks. In addition, eight teachers became the respondents in the preliminary research. To rate the thematic textbooks as integrative, eight teachers were also invited as respondents. The same number of teacher respondents (eight) were also involved in the Focus Group Discussion (FGD). Respondents at the trial stage were the teachers and the first graders of MI Mangunsari of Salatiga. There were one teacher and three students involved in the first trial. Then, in the second trial, more students (10) and still one teacher became the respondents. for the third trial which was wider than the previous, there were 30 students (the whole member of the class) and one teacher have become the respondents. At the end of the trial, an implementation on the product was given to the teachers and the first graders of MI Kumpulrejo Salatiga which consisted of one control group (1 teacher and 29 students) and one experimental group (1 teacher and 30 students).

Data was collected through interviews, document analysis, observation, questionnaires, FGD and tests. To collect the learning problems and the problem solving, an interview to teachers was used.

The qualitative data was analysed through the stages of organising the data, analysing the data and concluding the data. The quantitative data was analysed using the formulas Levene's, Kolmogorov-Smirnov, t-test and omega squared. Their formula squared were used to analyse the pre-requisite test and

analyse the effectiveness of integrative thematic textbooks on improving student learning outcomes. The significance level for the calculation results of the Levene, Kolmogorov-Smirnov formula and the t-test was determined to be 5%.

RESULTS AND DISCUSSION

The Development of Integrative Thematic Book

Stage 1: Awareness of Problem

To start the process of developing an integrative Thematic Book, a preliminary research was conducted. During this stage, the researchers identified the problems, causes of the problems, and solutions to the problems. The findings show that the critical problem faced by students at school is the use of several separate textbooks which had confused the understanding of the first graders of MI in Salatiga. The teachers argued that the use of separate textbooks was not in accordance with the characteristics of MI students, namely their integrative way of thinking. The teachers assumed that this problem can be resolved the five subjects as discussed above are integrated in the form of a single textbook during the learning process.

Stage 2: Analysis

Based on the preliminary research, the researchers analysed further about the problem by looking at more the textbook used and the potential textbooks required by students. It was found that there are five textbooks used with five different themes, according to the subjects given. They are: Thematic textbooks, Fiqh textbooks, Al-Qur'an Hadits textbooks, Akidah Akhlak textbooks and Arabic textbooks. Based on the interview with teachers, the use of separate textbooks resulted in problems among others: (1) the material in one textbook is not synchronous with the material in other textbooks; (2) the materials in the Arabic textbook is too difficult for the determined students, and (3) some materials in the *Fiqh* textbooks are not suitable for students psychological development. To solve these problems, an integrative textbook consisting of those five subjects is needed.

Stage 3: Redesign

In this stage, the researchers redesigned the product prototype based on the product specifications needed both by students and teachers. To redesign, a questionnaire consisting of a list of questions about the required textbook components such as material components, presentation components and language components were given to eight teachers.

The material specifications required in an integrative thematic textbook should meet the competency standard determined by the Indonesian government, including the latest information development. It is also important to consider gender balance in such an integrative book. The specifications for the presentation of this book that are needed include books presented per sub-theme so that they are not thick, textbook systematics, with lots of pictures and song text, the writing is presented in large fonts, and the size of the book using A4 paper size. The integrative textbook should be written in simple sentences, in lowercase letters, word recognition through pictures, and in everyday words that are familiar to students.

Stage 4: Development

The researchers developed the integrative textbook through several steps. Firstly, the book draft was prepared as a prototype; secondly, the prototype was assessed by media experts. Thirdly, another assessment was completed by practitioners. Then, a Focused Group Discussion (FGD) was held with practitioners and finally, the the textbooks were tried out to the users–students

1. Development of Prototype 1: The First Draft of Integrative Thematic Textbook

In this stage, a draft of the Integrative Thematic Textbooks was developed into a Prototype 1. The theme of the prototype 1 is "*Diriku*" and the sub-theme is "*Aku Anak Soleh*". In this Prototype 1, an A4 paper size was used with the total 43 pages, in this prototype, the Latin letters were written using 16 pt Verdana letters, while the Arabic letters were written using 24 pt Traditional Arabic letters. The typeface in the prototype 1 used lowercase. In each page of the prototype 1, the sub-themes were written at the top, while at the bottom, the student books and page numbers were written. Each learning activity in the content section in the prototype 1 contained the title of the learning activity, a description of the material, instructions for activities carried out by students, a summary of the material, and assignments carried out at home.

2. Experts Assessment on the Prototypes

Prototype 1: The first draft of integrative thematic textbook had been assessed by 6 experts (three professors and three associate professors). The expert's assessment was carried out through a questionnaire and the experts were given the opportunity to provide suggestions to improve the prototype 1. The experts assessed the prototype 1 using Aiken's formula which resulted in $v = 0.84$ (the experts have rated the prototype 1 had high validity).

To improve the prototype 1, the experts provided some notes that there was a mistyped, suggested adding questions and commands at the beginning of the material, and adding captions to images that were not yet annotated. Based on those notes and suggestions, the prototype 1 had been revised into the prototype 2: The second draft of integrative thematic textbook. This result can be seen in Figure 2.

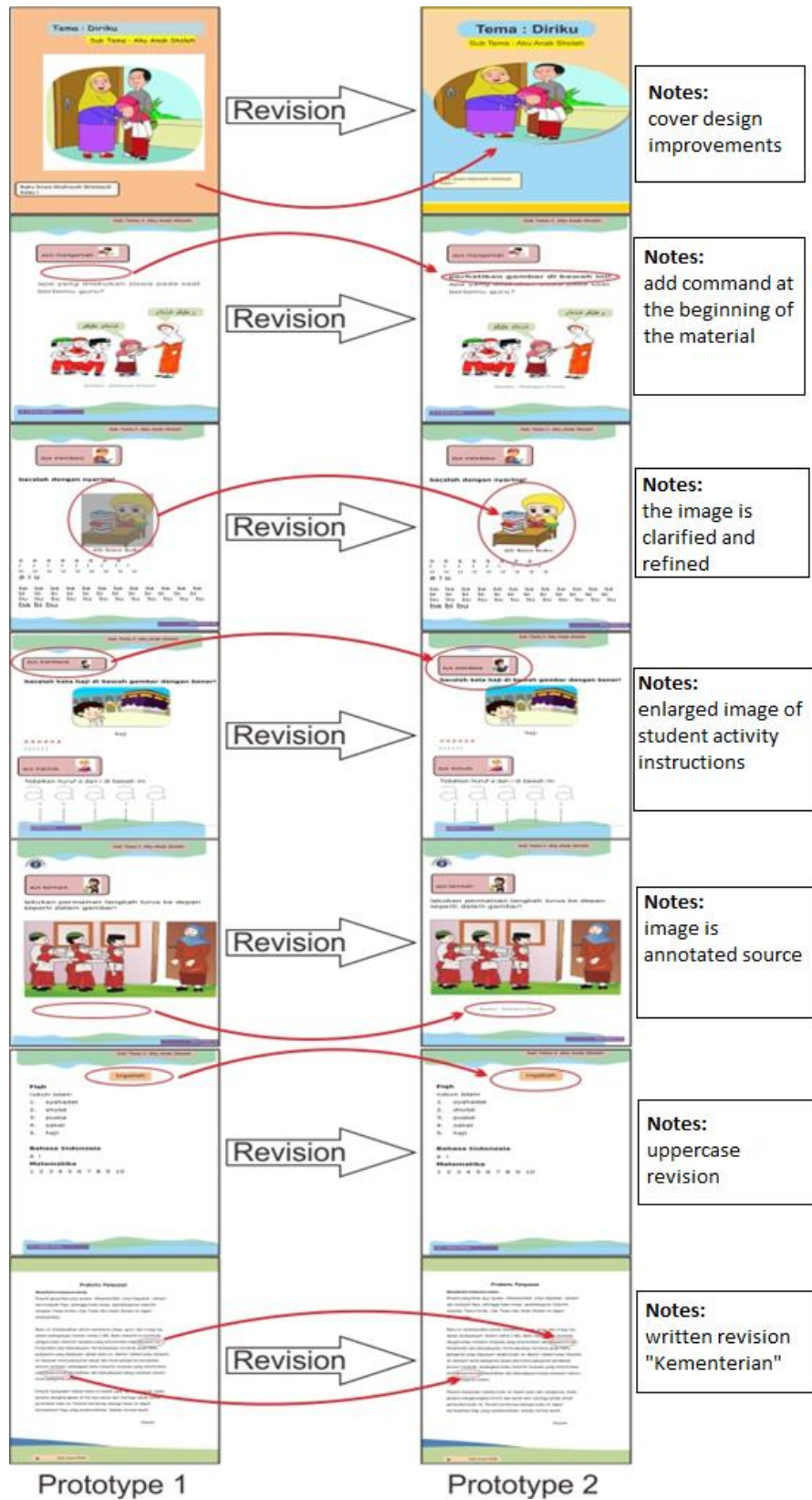


Figure 2. Revision of the prototype 1 to the prototype 2

3. Practitioners' Assessment on the Prototypes

Prototype 2: The second draft was assessed by eight teachers as practitioners. The assessment components used by the teacher were the same as those used by experts. After being analysed using Aiken's formula, the practitioner's assessment results obtained $v = 0.83$ (the practitioners stated that the prototype 2 had high validity).

For the improvement of the prototype 2, practitioners suggested that page 19 be given a page number. The results of the revision of the prototype 2 became the prototype 3: the third draft of integrative thematic textbook. The revised part can be seen in Figure 3.

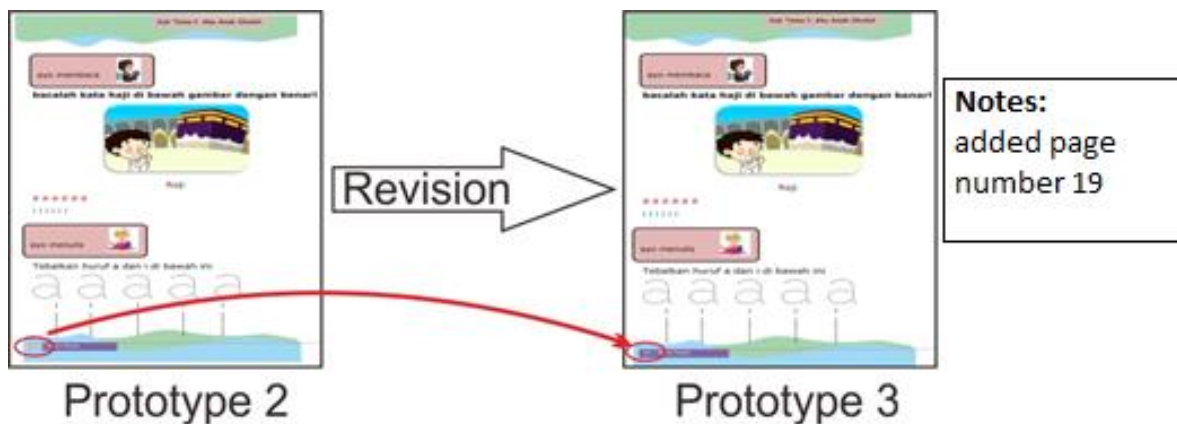


Figure 3. Revision of the prototype 2 to the prototype 3

4. Focus Group Discussion (FGD)

FGD was conducted with 8 teachers, to get comments and suggestions on prototype 3. The teachers' comments on prototype 3, the material is in accordance with the curriculum, the presentation of the content by reproducing the pictures is appropriate for the age of the students, the size and use of large fonts are correct.

To improve the prototype 3, the participants suggested adding a list of basic competencies, and being consistent in using the letter a. Based on the suggestions from the participants, then prototype 3 was revised into prototype 4 (The fourth integrative thematic textbook). These results can be seen in Figure 4.

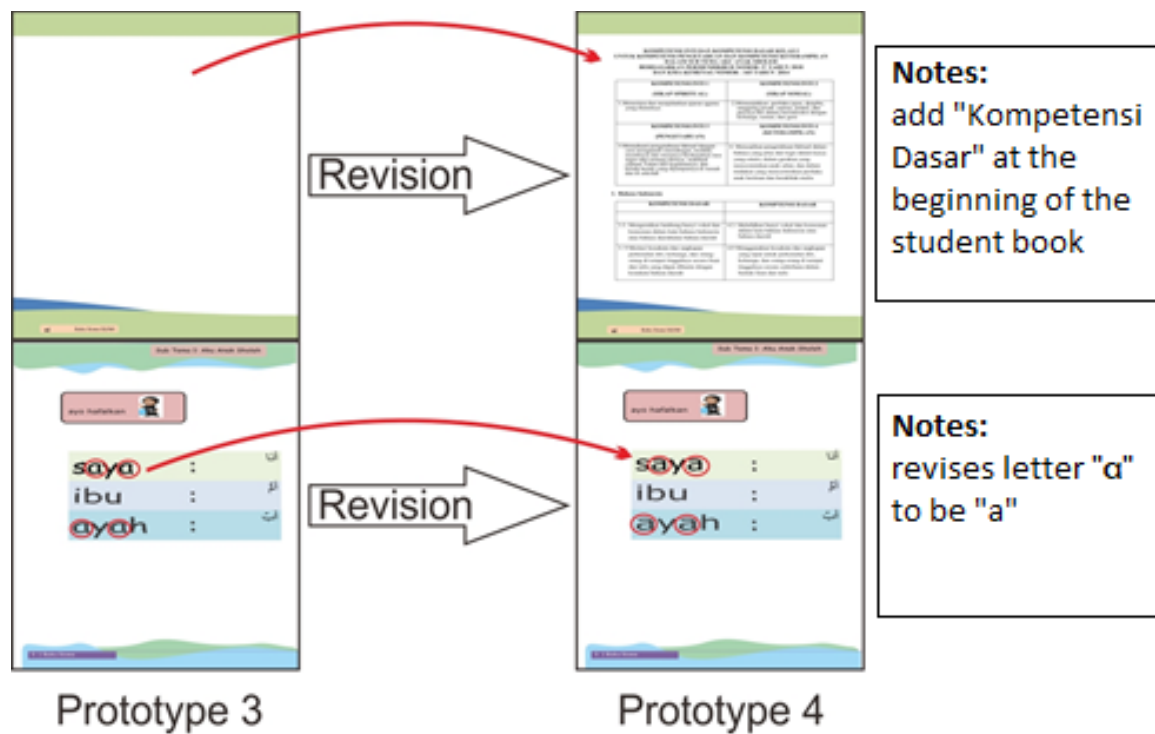


Figure 4. revision of the prototype 3 to the prototype 4

5. Prototype Trial

Prototype trials: The draft was carried out in three stages, 1st Trial: One-to-one, 2nd Trial: Small Group, 3rd Trial: Field Test (Kurbaita et al., 2013).

The 1st Trial: One-to-one is trial activity to the prototype 4 in the learning process. This implementation was carried out with 3 students and 1 teacher at MI Mangunsari, Salatiga. The pre-test average score was known to be 72, while the post-test average score was 88 (the 1st trial the post-test average value increased by 16 values, when compared with the average value in pre-test). This result can be seen in Figure 5.

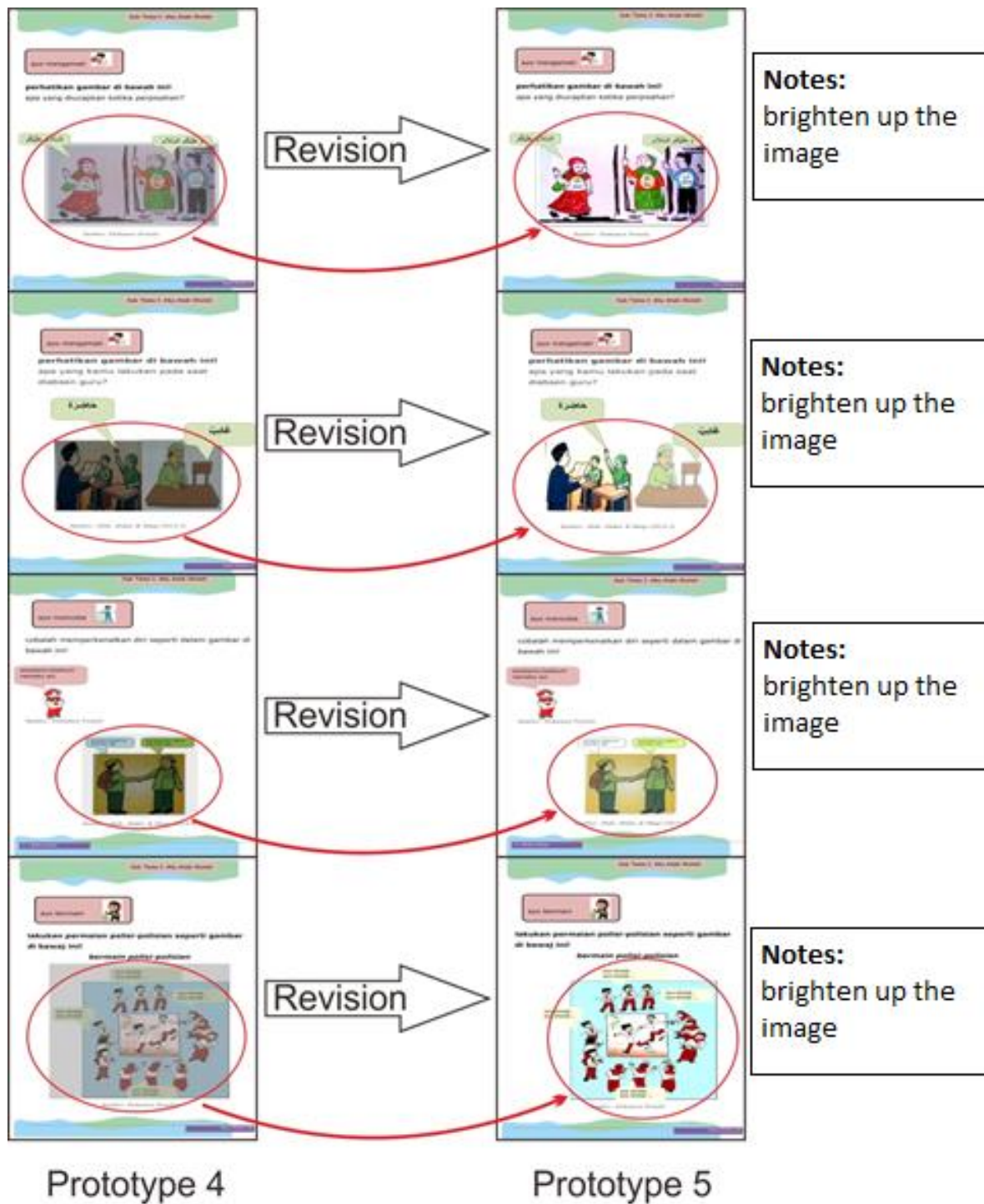


Figure 5. revision sample of the prototype 4 to the prototype 5

The 2nd Trial: Small Group was a trial activity for prototype 5 in the learning process. Trial 2 was carried out at MI Mangunsari Salatiga with 10 students and 1 teacher who were different from the previous trial. Pre-test average score was 71, while the post-test average score was 88 (in this trial could increase the

average post-test score by 17 points, when compared with the pre-test average value). These results are shown in Figure 6.

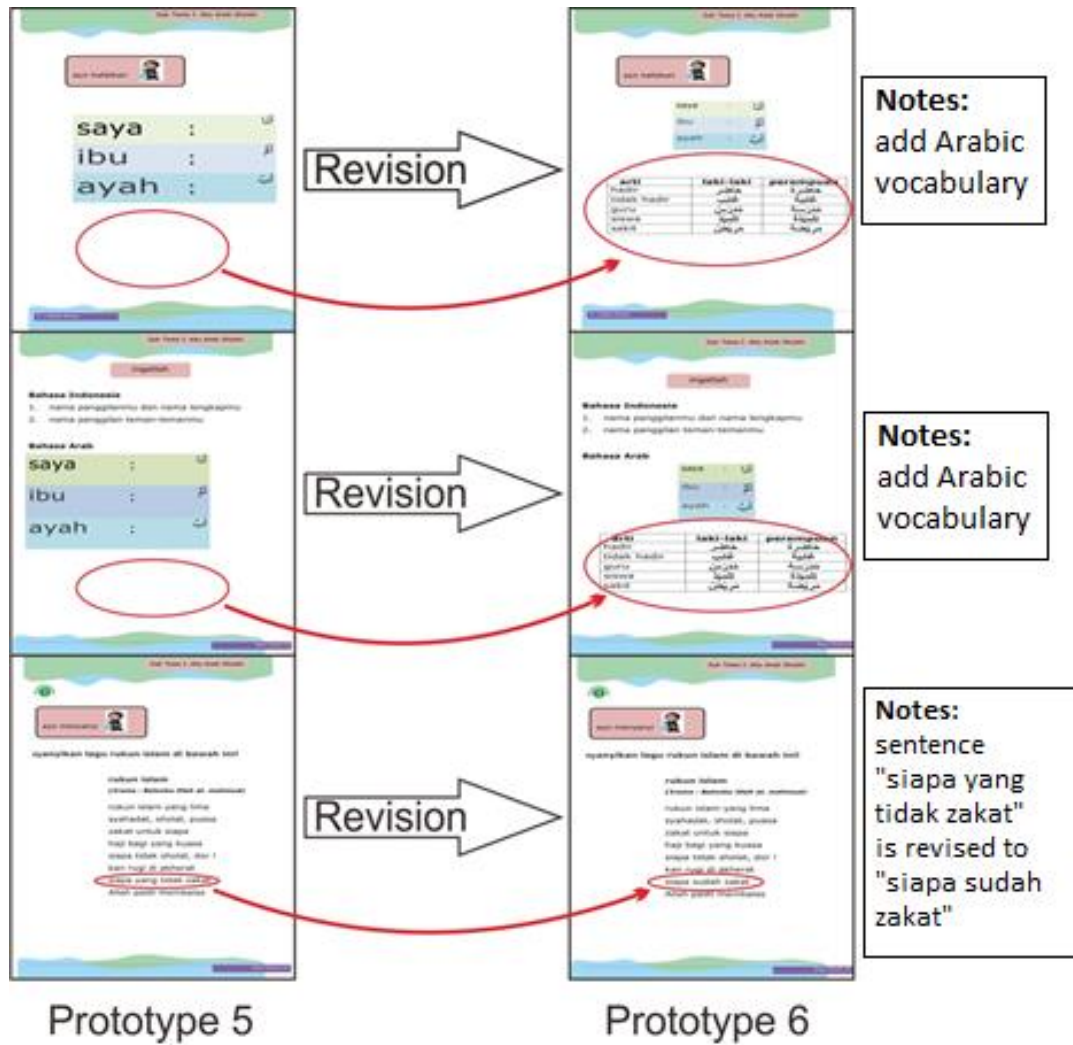


Figure 6. Revision of the prototype 5 to the prototype 6

The 3rd Trial: Field Test is a trial for the prototype 6 in the learning process. This trial was carried out by involving 30 students (1 class) and 1 teacher from different class. Before analysing the improvement in student learning outcomes in the 3rd trial, assumptions had been tested which included homogeneity and normality tests. The results can be seen in Table 1.

Table 1. Result of the homogeneity and normality tests in 3rd trial

Test	Statistic Formula	Sig-level	Sig-value	Conclusion
Homogeneity test	Levene	5%	0.954 > 0.05	The pre-test value is homogeneous with the post-test value
Normality test	Kolmogorov-Smirnov	5%	Pre-test: 0.081 > 0.05 Post-test: 0.089 > 0.05	the distribution of the pre-test and post-test values was normally distributed

The increase in the pre-test against the post-test, was analysed using the dependent sample t-test formula and the two dependent samples' omega squared formula. The result of the dependent sample t-test formula obtained $t = -21.171$ with Sig. (2-tailed) $0.000 < 0.005$ (the pre-test score with the post-test score has a significant difference). Based on the analysis of the omega squared formula for the two dependent samples, it is obtained $\omega^2 = 0.8817$ (the use of the prototype 6 has increased the post-test score by 88.17% when compared to the pre-test value).

To improve the prototype 6, it is recommended that the command sentence on page 1 is added with a punctuation mark (!). Based on this suggestion, the prototype 6 was revised into the prototype 7: Integrated thematic textbook development results. The revision of the prototype 6 can be seen in Figure 7.

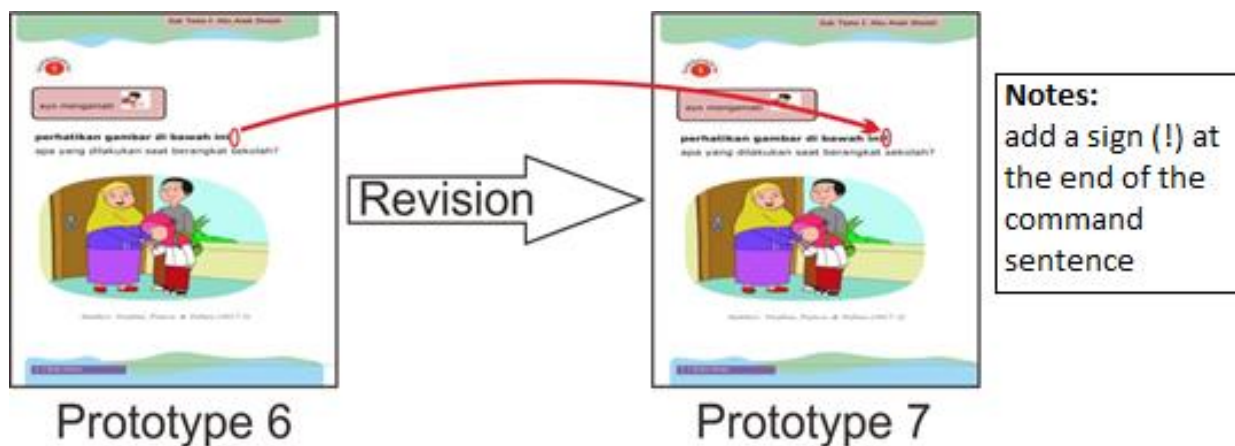


Figure 7. Revision of the prototype 6 to the prototype 7

After going through a series of improvements, the prototype 7 is the final integrative thematic textbook resulted from the development stages. Thus, the integrative thematic textbook is ready to be implemented in the learning process.

Stage 5: Implementation

The implementation stage is the stage for implementing the integrated thematic textbook as the result of development into the learning process. The research subjects consisted of two classes: one class with 29 students as the control group and one class with 30 students as the experimental group. In the control

group, the existing textbooks were used during the learning process, while in the experimental group, the integrated thematic textbooks developed were used. The results can be seen in Table 2.

Table 2. Result of the homogeneity and normality tests in the implementation stage

Test	Statistic Formula	Sig-level	Sig-value	Conclusion
Homogeneity test	Levene	5%	0.155 > 0.05	The post-test scores in the experimental group and the post-test scores in the control group had homogeneous variance
Normality test	Kolmogorov-Smirnov	5%	Post-test in exp group: 0.089 > 0.05 Post-test in control group: 0.200 > 0.05	The distribution of post-test scores in the experimental group and the distribution of post-test scores in the control group was normally distributed

After all the prerequisite tests are met, then different test was done using the formula independent samples t-test with a significance level of 5%. Based on the results of the independent sample t-test, it was found that the significance (Sig) was 0.001 < 0.05 (the post-test scores in the experimental group had a significant difference to the post-test scores in the control group). The t result showed a positive value, meaning that the post-test average score in the experimental group was higher than the post-test average score in the control group. These results can be seen in Table 3.

Table 3. Comparison of the average post-test scores of the experimental group and the control group

Group	N	Mean	Std. Deviation	Std. Mean Error
Experiment	30	79.4000	8.84191	1.61430
Control	29	70.2069	11.04335	2.05070

To determine the effectiveness of the use of thematic integrative textbooks, the post-test scores in the experimental group and the post-test scores in the control group were analysed using the omega squared formula of two independent samples. The calculation result with this formula was obtained $\omega^2 = 0.1632$. Therefore, it can be concluded that the use of integrated thematic textbooks that have been developed can increase student learning outcomes by 16.32% when compared to the use of existing textbooks. In other words, the use of the developed integrated thematic textbook is more effective for improving student learning outcomes when compared to the use of existing textbooks.

Stage 6: Evaluation

The evaluation stage is to evaluate the implementation at each stage. The results of the evaluation at each stage are used to improve the next stage.

The development of the integrative thematic textbook that integrates the five subjects is considered to fit to the MI students' thinking characteristics as discussed previously. Rahayu and Hidayah (2014) This development supports the implementation of learning in MI which uses an integrated thematic learning approach. This is also considered as a breakthrough in MI learning which should still in the stage of thinking concretely and holistically (Prastowo, 2014; Badrus & Djukri, 2013). The thematic learning

approach provides many opportunities for students to participate more and be more involved in their learning activities (Abduh, 2014).

The Impact of Integrative Thematic Textbooks on Elementary School Student Learning

The product of this development is the integrative thematic learning textbooks for elementary school student which has been proven to be effective to improve the learning outcomes of the first graders in MI Kota Salatiga. This has strengthened several opinions that textbooks have a role in the process and student learning outcomes. Badea and Iridon (2015: 303) state that the learning materials used can provide real assistance in teaching. Franzolin and Bizzo (2015: 224) which states that textbooks are one of the main determining factors for obtaining knowledge taught in schools. Atay and Danju (2012: 65), textbooks will influence students in participating in learning activities. Mahmood et al. (2009: 2), textbooks have a huge influence on what is taught. Harsono (2007: 171) states that textbooks as teaching material have a real effect on increasing interest and attracting students' attention. The integrated thematic textbook developed had been proven to be effective in increasing student learning outcomes by 16.32%. The average score of students using the developed integrated thematic textbook was higher than the average score of students using existing textbooks. These results proved that the developed integrative thematic textbooks are effective for improving student learning outcomes.

The results of the above research proved the opinion that textbooks affect student learning outcomes. The textbooks are used to optimise learning activities, so that student learning outcomes can be optimal (Sinaga et al., 2017). It is also reported that the quality of textbooks used as learning sources determines the achievement of learning objectives (Asri, 2017). Kurbaita et al. (2013) said that thematic learning textbooks can improve student learning outcomes. In addition, textbooks are the main source of education as an efficient tool to achieve learning outcomes (Aslan, 2010).

CONCLUSION

The development of integrative thematic textbook has been declared valid by experts as well as by practitioners. The impact of the development of integrative thematic learning textbooks for elementary school student learning has been proven to improve student learning outcomes by 16.32%. Therefore, to improve the learning outcomes of the first graders of MI, the teachers can use the integrated thematic textbook that has been developed.

REFERENCES

- Abduh, M. (2014). Evaluasi pembelajaran tematik dilihat dari hasil belajar siswa. *Indonesian Journal of Curriculum and Educational Technology Studies*, 2(1), pp. <https://doi.org/10.15294/ijcets.v2i1.3228>
- Aldoobie, N. (2015). ADDIE model. *American International Journal of Contemporary Research*, 5(6), 68–72.
- Arip, M. A. S. M., Bakar, R. B. A., Ahmad, A. B., & Jais, S. M. (2013). The development of a group guidance module for student self-development based on Gestalt Theory. *Procedia - Social and Behavioral Sciences*, 84, 1310–1316. <https://doi.org/10.1016/j.sbspro.2013.06.748>
- 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>
- 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, 64–73.
- Azimi, K., Ahmadigol, J., & Rastegarpour, H. (2015). A survey of the effectiveness of instructional design ADDIE and multimedia on learning key skills of futsal. *Journal of Educational and Management Studies*, 5(3), 180–186.
- Badea, M., & Iridon, C. (2015). Students' evaluation of a Romanian language textbook. *Procedia-Social and Behavioral Sciences*, 203, 303–309.
- Barus, Y. K., & Djukri. (2013). Pengembangan buku teks tematik tema permainan untuk Kelas III Sdn Tridadi Sleman Yogyakarta. *Jurnal Prima Edukasi*, 1(2), 222–234. <https://doi.org/10.21831/jpe.v1i2.2638>
- Behnke, Y. (2018). Textbook effects and efficacy. In *The Palgrave handbook of textbook studies* (pp. 383–398). Springer.
- Botturi, L. (2003). *Instructional design & learning technology standards: An overview*.
- 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.
- Davis, P. M. (2013). *Cognition and learning: A review of the literature with reference to ethnolinguistic minorities*. SIL International.
- Elvita, W., Amini, R., & Ahmad, R. (2019). The development of integrated thematic textbooks with scientific approach for elementary schools students. *JPGI (Jurnal Penelitian Guru Indonesia)*, 4(1), 63. <https://doi.org/10.29210/02369jpgi0005>
- 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>
- Forti, B. (2015). What are the limits of gestalt theory? *Gestalt Theory*, 37(2), 161–188.
- 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. (2007). 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>
- Heo, J., Han, S., Koch, C., & Aydin, H. (2011). Piaget's Egocentrism and language learning: Language egocentrism (LE) and language differentiation (LD). *Journal of Language Teaching and Research*, 2(4), 733–739. <https://doi.org/10.4304/jltr.2.4.733-739>
- Hidayati, T. N. (2011). Implementasi teori belajar Gestalt pada proses pembelajaran. *Jurnal Falasifa*, 2(1), 1–19.
- Izgi, U., & Seker, B. S. (2012). Comparing different readability formulas on the examples of science-technology and social science textbooks. *Procedia - Social and Behavioral Sciences*, 46, 178–182. <https://doi.org/10.1016/j.sbspro.2012.05.089>
- Kurbaita, G., Zulkardi, & Siroj, R. A. (2013). Pengembangan buku ajar matematika tematik integratif materi pengukuran berat benda untuk kelas I SD. *Kreano: Jurnal Matematika Kreatif-Inovatif*, 4(1), 1–10. <https://doi.org/10.15294/kreano.v4i1.287>
- Llorent, V. J. (2012). Curricular planning from a new perspective: diversity, gender and textbooks. *Procedia-Social and Behavioral Sciences*, 47, 1529–1533.
- 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, 1148–1155.
- Mortari, L., & Ubbiali, M. (2017). The "MelArete" project: Educating children to the ethics of virtue and of care. *European Journal of Educational Research*, 6(3), 269–278.
- Muljono, P. (2007). Kegiatan penilaian buku teks pelajaran pendidikan dasar dan menengah. *Buletin*

- BSNP*, 2(1), 21.
- Muslich, M. (2010). *Text book writing*. Ar-ruzz Media.
- Prastowo, A. (2014). Pemenuhan kebutuhan psikologis peserta didik SD/MI melalui pembelajaran tematik-terpadu. *Jurnal Pendidikan Sekolah Dasar Ahmad Dahlan*, 1(1), 1–13.
- Raguindin, P. Z. J. (2020). Integrating concepts and expressions of inclusion in the k-curriculum: The case of the Philippines. *European Journal of Educational Research*, 9(1), 305–317.
- Rahayu, T., & Hidayah, T. (2014). Pengembangan materi pembelajaran PENJASORKES tematik untuk Kelas 1 sekolah dasar di Kabupaten Purworejo. *Journal of Physical Education and Sports*, 3(2), pp.
- Ramosaj, B. (2014). Systems theory and systems approach to leadership. *ILIRIA International Review*, 4(1), 59–76.
- Sinaga, E., Saragi, D., & Azhari, I. (2017). The development of initial textbook product of local historical heritage for class IV students of primary school in Raya District Of Simalungun, Indonesia. *British Journal of Education*, 5(10), 65–75.
- Soleimani, H., & Mohammadi, E. (2012). On the relationship between font size, font type, and line spacing and legibility, comprehension, and recall of EFL learners in Iran. *Sci Ser Data Rep*, 4, 13–31.
- Sovič, A., & Hus, V. (2015). Gender stereotype analysis of the textbooks for young learners. *Procedia-Social and Behavioral Sciences*, 186, 495–501.
- 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>