



JPPIPA, Vol.6 No.2 2021

Jurnal Penelitian Pendidikan IPA

<http://journal.unesa.ac.id/index.php/jppipa>



ANALYSIS OF SCIENCE TEACHER BOOK CLASS VIII CURRICULUM 2013

Lilis Farida¹, Wahida Agustina², Filka Janatin Kusna³, Mochammad Yasir⁴
^{1,2,3,4} Science Education, Trunojoyo University, Madura

Abstract

The purpose of this research was to analyze and examine the feasibility of the science teacher handbook for class VIII of the 2013 curriculum. The method used in this research is descriptive qualitative, namely by analyzing the 2013 curriculum teacher's science book for class VIII Junior High School/Madrasah Tsanawiyah. The research was conducted on 22 December 2020-12 January 2021. The research site was at Trunojoyo Madura University, Kamal, Madura, East Java. The results showed that (1) the contents of the book were in accordance with the basic competency coverage, (2) the breadth, depth of present, and accuracy of the subject matter of each book had met the standards, (3) the books had shown examples of learning material factually, conceptually, and procedurally. in each chapter, (4) the contents of the book have the feasibility of learning activities in each chapter, and (5) the contents of the book meet the eligibility of the assessment. However, in chapter 8, namely the human respiratory system, respiratory disorders or diseases should be added about the corona virus.

Keywords: Science Teacher Handbooks, Science Teacher Book Analysis, Study of the Feasibility of Teacher Books

© 2021 Universitas Negeri Surabaya

¹Correspondence Address:
Pendidikan IPA, Universitas Trunojoyo, Madura
E-mail: lilisfa77@gmail.com

p-ISSN: 2527-7537
e-ISSN: 2549-2209

INTRODUCTION

The 2013 curriculum is a curriculum that has been implemented since 2013 until now. The 2013 curriculum is applied to develop the potential of students so that they have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of the community, nation, state, and civilized world as a result of the synergy between ongoing education. At school, family and community (Sutiah, 2018). The purpose of the 2013 curriculum is to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of students as a whole, integrated and balanced by using their knowledge, reviewing and internalizing character and character values so that they can be realized in everyday life. (Ikhsan&Hadi, 2018). The development of the 2013 curriculum is a follow-up to the competency-based development that was initiated in 2004 and the 2006 KTSP which includes integrated attitudes, knowledge and skills competencies. The implementation of the 2013 curriculum allows teachers to plan, implement, assess the curriculum and student learning outcomes in achieving core competencies and basic competencies, as a mirror of mastery and understanding of the material being studied. The 2013 curriculum for primary and secondary education was developed by schools and school committees based on graduation competency standards and content standards as well as curriculum preparation guidelines made by BSNP (Yunus&Alam, 2018). The development of the 2013 curriculum is a follow-up to the competency-based development that was initiated in 2004 and the 2006 KTSP which includes integrated attitudes, knowledge and skills competencies. The implementation of the 2013 curriculum allows teachers to plan, implement, assess the curriculum and student learning outcomes in achieving core competencies and basic competencies, as a mirror of mastery and understanding of the material being studied. The 2013 curriculum for primary and secondary education was developed by schools and school committees based on graduation competency standards and content standards as well as curriculum preparation guidelines made by BSNP (Yunus&Alam, 2018). The development of the 2013 curriculum is a follow-up step for competency-based development that was initiated in 2004 and the 2006 KTSP which includes integrated attitudes, knowledge and skills competencies. The implementation of the 2013 curriculum allows teachers to plan, implement, assess the curriculum and student learning

outcomes in achieving core competencies and basic competencies, as a mirror of mastery and understanding of the material being studied. The 2013 curriculum for primary and secondary education was developed by schools and school committees based on graduation competency standards and content standards as well as curriculum preparation guidelines made by BSNP (Yunus&Alam, 2018). Implement, evaluate the curriculum and student learning outcomes in achieving core competencies and basic competencies, as a mirror of mastery and understanding of the material being studied. The 2013 curriculum for primary and secondary education was developed by schools and school committees based on graduation competency standards and content standards as well as curriculum preparation guidelines made by BSNP (Yunus&Alam, 2018). Implement, evaluate the curriculum and student learning outcomes in achieving core competencies and basic competencies, as a mirror of mastery and understanding of the material being studied. The 2013 curriculum for primary and secondary education was developed by schools and school committees based on graduation competency standards and content standards as well as curriculum preparation guidelines made by BSNP (Yunus&Alam, 2018).

The 2013 curriculum has four aspects in the assessment system, namely aspects of knowledge, aspects of skills, aspects of attitudes, and aspects of behavior. The 2013 curriculum uses new developments in the form of a teacher's manual or teacher's handbook and also student textbooks. Teacher's books and student books are one of the important components of the 2013 curriculum that has been established in Indonesia in recent years. Teacher books and student books have an important role in the implementation of the 2013 curriculum (Ilmi, 2018). The teacher's book has a function as a guide for teachers to carry out learning in the classroom. Teacher books are prepared by the government in accordance with the Regulation of the Minister of Education and Culture Number 71 of 2013 concerning Textbooks and Teacher Guidebooks. The teacher's book is one of the means of implementing the 2013 curriculum. Some of the functions of the teacher's book include being used as a guide in using student books, as a reference for learning activities in the classroom, as well as providing an explanation of the methods and techniques used in the learning process. The teacher's book is also informed about Graduate Competency Standards (SKL), Core Competencies (KI), and Basic Competencies (KD) in related subjects. So that the teacher's book should have good quality because if

it is not in accordance with the standards of eligibility or quality that has been determined, it can cause failure in carrying out learning so that it has an impact on student learning interest and students' understanding of the subjects being taught (Asri, 2017). 3) an explanation of the methods and techniques used in the learning process. The teacher's book is also informed about Graduate Competency Standards (SKL), Core Competencies (KI), and Basic Competencies (KD) in related subjects. Therefore, the teacher's book should have good quality because if it is not in accordance with the standards of eligibility or quality that has been determined, it can cause failure in carrying out learning so that it has an impact on student learning interest and students' understanding of the subjects being taught (Asri, 2017). 3) explain the methods and techniques used in the learning process. The teacher's book is also informed about Graduate Competency Standards (SKL), Core Competencies (KI), and Basic Competencies (KD) in related subjects. So that the teacher's book should have good quality because if it is not in accordance with the standards of eligibility or quality that has been determined, it can cause failure in carrying out learning so that it has an impact on student learning interest and students' understanding of the subjects being taught (Asri, 2017).

According to the Regulation of the Minister of National Education No. 11 of 2005, textbooks are mandatory reference books used in schools that contain learning materials in order to increase faith and piety, character and personality, ability to master science and technology, sensitivity and aesthetic ability, physical potential and health which are compiled based on standards. National education (Pudiasuti, 2014). A good teacher's manual must be relevant and support the implementation of the curriculum. The quality of the book can be seen from the point of view, the clarity of the concept, relevant to the curriculum, attracting students' interest, fostering motivation, stimulating student activity, illustrating, supporting other subjects, respecting individual differences, and strengthening values (Suwarna, 2003). et al, 2020). The teacher's book has a very important role because it is able to support the achievement of the skills and skills expected by the teacher. The teacher's book is able to play a proper role if the teacher has an interest in reading and studying the material contained in the teacher's book (Barroh, et al, 2012).

Regarding the quality of the content of teacher handbooks, the National Education Standards Agency or BSNP has developed several components that are used as the basis for textbook reviews. According to BSNP, quality textbooks

must meet four eligibility components, namely content feasibility, presentation feasibility, linguistic feasibility, and graphic feasibility. The four components are described in several detailed indicators so that teachers are able to apply them (Muslich, 2010). The role of book reviews is very important, so book reviews need to be carried out so that the data determine the feasibility and suitability of the book contents with the national standards that have been set.

Ignoring textbooks means ignoring the quality of learning as well (Asri, 2017). If the textbook does not meet national standards and the contents of the book do not meet the eligibility standards, then the textbook can be a source of problems in the learning process. As we know that there has been a lot of news in the mass media regarding the case of textbooks that tarnished the world of education. This proves that book review is very important to be carried out, especially in junior high school science material books. Science or science is a science that studies the universe and its contents, as well as the events that occur in it, systematically compiled and developed by scientific experts (Isrok'atun, et al, 2020). This proves that book review is very important to be carried out, especially in junior high school science material books. Science or science is a science that studies the universe and its contents, as well as the events that occur in it, systematically compiled and developed by scientific experts (Isrok'atun, et al, 2020). This proves that book review is very important to be carried out, especially in junior high school science material books. Science or science is a science that studies the universe and its contents, as well as the events that occur in it, systematically compiled and developed by scientific experts (Isrok'atun, et al, 2020).

Based on the above background, the formulation of the problem in this study is as follows:

1. How is the suitability of the contents of the textbook for science teachers for grade VIII SMP 2013 curriculum with the coverage of KD?
2. How breadth, depth, current, and accuracy of the subject matter in each chapter of the Science Teacher Book for class VIII SMP curriculum 2013?
3. How examples of learning materials (factual, conceptual, and procedural knowledge) in each chapter of a science teacher's book for class VIII SMP curriculum 2013?
4. How is the feasibility of learning activities in each chapter of the science teacher's book for class VIII SMP 2013 curriculum?

5. How is the appropriateness of the assessment in each science teacher's book for class VIII SMP 2013 curriculum?

The purpose of this study is to analyze and examine the feasibility of the science teacher handbook for SMP class VIII Curriculum 2013..

METHOD

Types of research

The research method used by researchers in this study is a qualitative approach with a descriptive method. The research method used is a qualitative method. Qualitative research method is a research used to examine natural objects where the researcher is the key instrument, data collection techniques are combined, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization (Prasanti, 2018). Descriptive research aims to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated.

Research Time and Place

Data collection was carried out at Trunojoyo University, Madura. the university is located on Jl. Raya Telang, Telang Indah housing estate, Telang, Kamal, Bangkalan district, East Java. The time of the research is from December 22, 2020 to January 12, 2021.

Population and Sample

The population in this study were all science teacher handbooks for class VIII SMP. The sample selection in this study was purposive sampling, namely the sampling technique by determining certain criteria not randomly (Mukhsin et. al, 2017). The purposive sampling technique was chosen based on certain criteria where the selected book was in accordance with the required criteria. The sample of this research is the book of science teacher class VIII SMP. This is done to analyze the science teacher books for class VIII SMP which can then be used as references or improvements.

Data, Instruments and Data Collection Techniques

The instrument in this study was developed on the basis of a review of aspectsto learn. This description will be analyzed, namely the components of the feasibility aspect in the teacher's book seen from the relevance of content, language feasibility, and presentation coherence.

Data analysis technique

The data analysis technique used is text analysis technique. Text analysis technique is data analysis that is carried out by interpreting or interpreting existing news texts (Shabrina, 2016). In the process of data analysis, the elements in the news text will be analyzed one by one using the principle of Van Dijk's discourse analysis model. Van Dijk's model analysis observes the thematic, schematic, semantic, stylistic, and rhetorical elements in the text. Next, the researcher will discuss the research results obtained from observations of the text elements of the van Dijk model. After discussing, the last step is to draw conclusions based on these results.

RESULTS AND DISCUSSIONS

The researcher used a science teacher book for class VIII which was compiled and published by the Ministry of Education and Culture. Class VIII science teacher's book as the main guide for teachers in implementing learning activities which include strategies, techniques, models and learning assessments in Chapters 1-11 of class VIII SMP/MTs teacher books. The components contained in the teacher's book must be interrelated with student textbooks and the science syllabus. Therefore, the researcher examines several components of the feasibility aspect in the teacher's book in terms of content relevance, language feasibility, and presentation coherence. The following table shows the results of the study of the science teacher books for SMP/MTs Class VIII with several aspects being analyzed.

Table 1. Results of the Study of the Science Teacher Books for SMP/MTs Class VIII

No	Aspects analyzed	Description	Page	Follow-up of Analysis Results
1	The suitability of the contents of the book with the scope of KD			
	a) The contents of each chapter of the teacher's book describe the suitability of the coverage of KD and KI-1 and KI-2	In the contents of each chapter of the teacher's book, the teacher has described conformity with the scope of KD and KI-1 and KI-2 as evidenced by the implementation stage of learning in the core activities where each teacher activity must pay attention to the development of students'	Chapter 1: The movement of objects and living things in the surroundings pages 149-178 Chapter 2: Efforts and simple planes in daily life Pages 183-196 Chapter 3: plant	

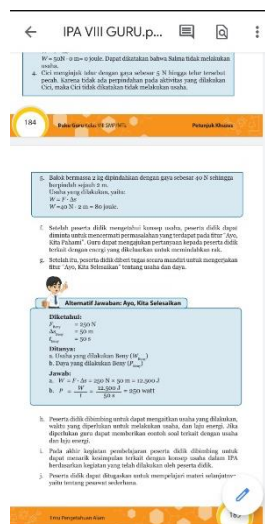
attitudes, including being grateful for God's gifts, honesty, tolerance, cooperation, etc. in accordance with KI-1 for core competencies of spiritual attitudes and KI-2 for core competencies of social attitudes.



b) The contents of each chapter of the teacher's book describe the suitability of the KD coverage of KI-3

In the contents of each chapter of the teacher's book the teacher has described conformity with the scope of KD and KI-3 for core knowledge competencies as evidenced by students being invited to carry out learning activities using various scientific process skills with scientific method procedures that are in accordance with the development of students with learning steps including observing, ask questions, gather information/test, reason/associate, communicate.

structure and function
 Pages 202-224
 Chapter 4: the human digestive system pages 230-256
 Chapter 5: additives and addictive substances pages 260-280
 Chapter 6: Human circulatory system page 288-304
 Chapter 7: substance pressure and its application in daily life pages 309-326
 Chapter 8: the human respiratory system pages 331-344
 Chapter 9: human excretory system pages 349-364
 Chapter 10: vibrations, waves and sounds in everyday life pages 369-390
 Chapter 11: Light and Optical Instruments pages 395-418.



c) The contents of each chapter of the teacher's book describe the suitability of the KD coverage of KI-4

The contents of each chapter of the teacher's book have described conformity with the scope of KD and KI-4 for core competency skills as evidenced by the existence of skills assessments carried out through practicum, products, projects, portfolios and/other techniques according to the competencies assessed. These skills include the skills of trying, processing, presenting and reasoning.



d) The contents of each chapter of the teacher's book describe the adequacy of KD development from KI-1 and KI-2

The contents of each chapter of the teacher's book have described the adequacy of KD development from KI-1 and KI-2 as evidenced by attitude assessment carried out using observation techniques by subject teachers (during the learning process during class hours), BK teachers, and homeroom teachers which are then written down. in the journal of the development of spiritual attitudes and social attitudes.



e) The contents of each chapter of the teacher's book describe the adequacy of the KD achievement indicators from KI-3

The contents of each chapter of the teacher's book have described the adequacy of indicators for achieving KD and KI-3 as evidenced by the indicators on the written test grid, task grid.

C. Penilaian dan Kisi-kisi Pencapaian Kompetensi

1. Penilaian
Penilaian dibagi menjadi tiga jenis, yaitu penilaian formatif, penilaian sumatif, dan penilaian otentik. Penilaian formatif dilakukan secara berkala untuk memantau perkembangan belajar siswa. Penilaian sumatif dilakukan pada akhir semester atau tahun pelajaran. Penilaian otentik dilakukan secara terus-menerus dan menyeluruh untuk menilai kemampuan siswa dalam kehidupan sehari-hari.

2. Kisi-kisi Pencapaian Kompetensi

Kisi-kisi pencapaian kompetensi adalah daftar uraian materi yang akan diujikan untuk mengukur pencapaian kompetensi siswa. Kisi-kisi pencapaian kompetensi ini merupakan acuan bagi guru dalam menyusun soal.

Tabel 3.8 Kisi-kisi Pencapaian Kompetensi Mekanisme Pertumbuhan dan Perkembangan Tumbuhan

No	Indikator	Kompetensi Dasar				
		3.1	3.2	3.3	3.4	3.5
1	Menjelaskan pertumbuhan sekunder pada batang tumbuhan					
2	Menjelaskan pertumbuhan sekunder pada akar tumbuhan					
3	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					
4	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					
5	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					

3. Uji Kompetensi

Uji kompetensi adalah tes yang digunakan untuk mengukur pencapaian kompetensi siswa. Uji kompetensi ini dapat berbentuk tes tertulis, tes lisan, dan tes praktik.

Tabel 3.9 Kisi-kisi Pencapaian Kompetensi Mekanisme Pertumbuhan dan Perkembangan Tumbuhan

No	Indikator	Kompetensi Dasar				
		3.1	3.2	3.3	3.4	3.5
1	Menjelaskan pertumbuhan sekunder pada batang tumbuhan					
2	Menjelaskan pertumbuhan sekunder pada akar tumbuhan					
3	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					
4	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					
5	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					

f) The contents of each chapter of the teacher's book describe the adequacy of the KD achievement indicators from KI-4

The contents of each chapter of the teacher's book have described the adequacy of indicators for achieving KD and KI-3 as evidenced by the indicators in the performance appraisal and project appraisal grids.

4. Materi Pembelajaran

Materi pembelajaran adalah materi yang akan diajarkan kepada siswa. Materi pembelajaran ini dapat berbentuk konsep, keterampilan, dan sikap.

Tabel 3.10 Kisi-kisi Pencapaian Kompetensi Mekanisme Pertumbuhan dan Perkembangan Tumbuhan

No	Indikator	Kompetensi Dasar				
		3.1	3.2	3.3	3.4	3.5
1	Menjelaskan pertumbuhan sekunder pada batang tumbuhan					
2	Menjelaskan pertumbuhan sekunder pada akar tumbuhan					
3	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					
4	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					
5	Menjelaskan pertumbuhan sekunder pada jaringan tumbuhan					

D. Materi Pengayaan

Epidermis dan Turunannya

Jaringan epidermis merupakan jaringan yang pada umumnya berwujud sel-sel yang rapat yang melindungi seperti bangunan pada tempat ruang antar sel, sehingga pada beberapa tumbuhan terdapat ruang antar sel. Sel-sel epidermis dibatasi oleh kutikula. Dalam perkembangannya sel-sel epidermis membentuk struktur khusus (turunan epidermis) seperti stomata dan trikoma (sel epidermis yang mengahiasi tumbuhan). Contoh struktur jaringan epidermis yang dapat menunjang fungsi fisiologi tumbuhan.

220

2. The breadth, depth, current, and accuracy of the subject matter in each chapter of the Teacher's Book.

a) The contents of each chapter of the teacher's book describe the suitability of the breadth and depth of the material with the KD coverage of KI-1, KI-2, KI-3, and KI-4.

The contents of each chapter in the teacher's book have described the suitability of the breadth and depth of the material both spiritually (KI-1), socially (KI-2), knowledge (KI-3), and skills (KI-4). This conformity is evidenced by the assessment of all these indicators.

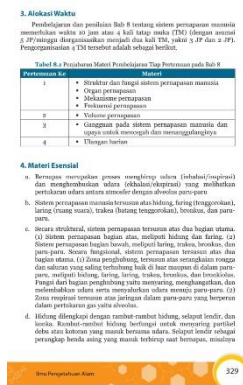
- Chapter 1: 143-161
- Chapter 2: 180-187
- Chapter 3: 198-207
- Chapter 4: 226-232
- Chapter 5: 258-267
- Chapter 6: 282-295
- Chapter 7: 306-317
- Chapter 8: 328-334
- Chapter 9: 346-357
- Chapter 10: 366-382
- Chapter 11: 392-408



b) The contents of each chapter of the teacher's book describe the suitability of the material with the current (present) context.

The contents of each chapter of the teacher's book are sufficient to describe the suitability of the material with the current context. Only in the chapter on the human respiratory system, there are no respiratory disorders or diseases regarding the corona virus

in chapter 8, namely the human respiratory system, it is better to add respiratory disorders or diseases regarding the corona virus.



c) The contents of each chapter of the teacher's book describe the accuracy / correctness of the concept.

The contents of each chapter of the teacher's book have described the accuracy/truth of each concept. As it is well known that science is an exact science, or science that has been tested for truth through the scientific method.

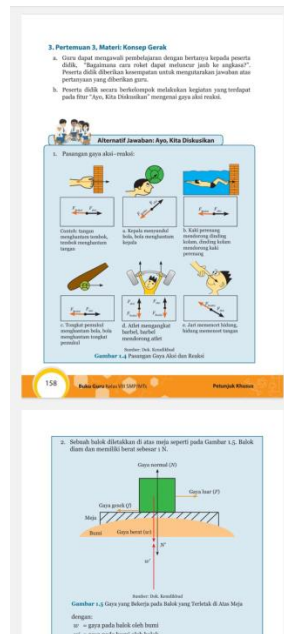


3. Show examples of learning materials (factual, conceptual, and procedural knowledge) in each chapter of the teacher's book

a) The contents of each chapter of the teacher's book describe examples of factual knowledge material

The contents of each chapter of the VIII grade teacher's book are clear enough in describing examples of factual knowledge material. This can be proven in every detail of this teacher's book there is an explanation of factual knowledge in each learning material

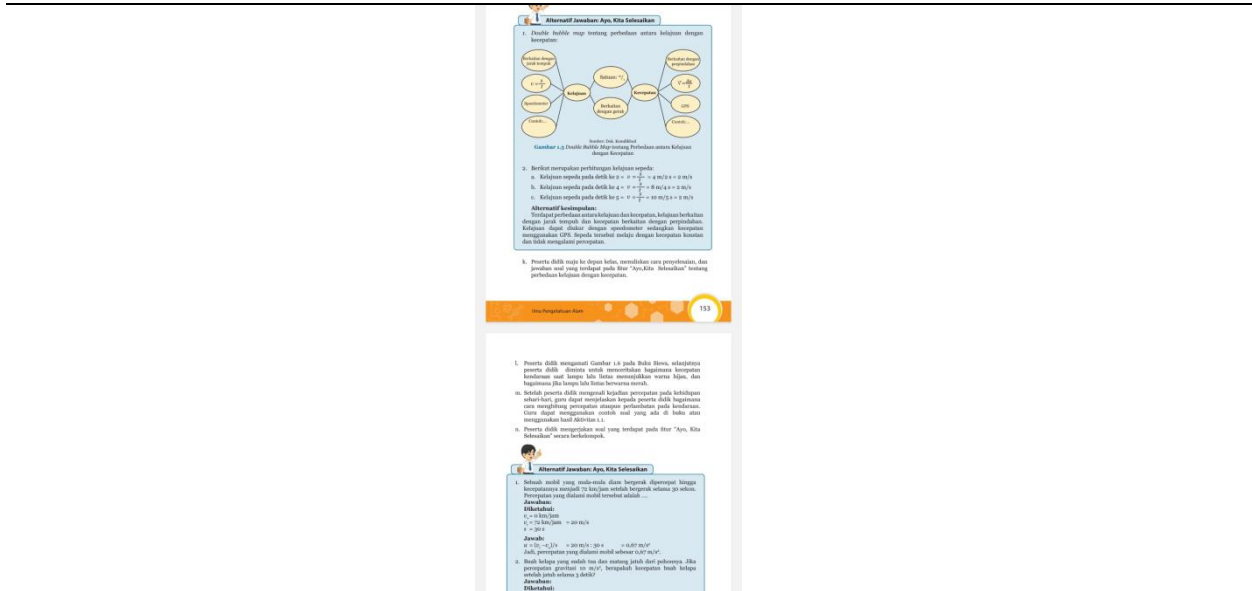
- Chapter 1: 147-171
- Chapter 2: 182-191
- Chapter 3: 199-218
- Chapter 4: 227-246
- Chapter 5: 259-280
- Chapter 6: 284-304
- Chapter 7: 307-318
- Chapter 8: 329-338
- Chapter 9: 347-357
- Chapter 10: 368-382
- Chapter 11: 394-409



b) The contents of each chapter of the teacher's book describe examples of conceptual knowledge material

The contents of each chapter of the VIII grade teacher's book are clear enough in describing examples of conceptual knowledge material. This is stated in each chapter of the material that has been compiled

- Chapter 1: 147-149
- Chapter 2: 182-183
- Chapter 3: 199-202
- Chapter 4: 227-230
- Chapter 5: 259-260
- Chapter 6: 284-287
- Chapter 7: 307-309
- Chapter 8: 329-331
- Chapter 9: 347-349
- Chapter 10: 368-369
- Chapter 11: 394



c) The contents of each chapter of the teacher's book describe examples of procedural knowledge material

The contents of each chapter of the VIII grade teacher's book are sufficient to describe examples of procedural knowledge material. Each subject matter that has been compiled has several procedural concepts. This is found in every step of the practice of the learning process for students which is written in detail in carrying out a lesson in each chapter

- Chapter 1: 149-171
- Chapter 2: 183-191
- Chapter 3: 202-218
- Chapter 4: 231-246
- Chapter 5: 260-280
- Chapter 6: 288-304
- Chapter 7: 309-318
- Chapter 8: 331-338
- Chapter 9: 349-357
- Chapter 10: 369-382
- Chapter 11: 395-409



4. The feasibility of learning activities in each chapter of the teacher's book

a) The contents of each chapter of the teacher's book describe the steps for achieving KD 1 and

In the contents of each chapter of the teacher's book, the teacher has described the steps

- Chapter 1: 143-161
- Chapter 2: 180-187
- Chapter 3: 198-207

KD 2

for achieving KD 1 and KD 2 by being proven to guide student investigations independently or in groups in describing the steps.

Chapter 4: 226-232
Chapter 5: 258-267
Chapter 6: 282-295
Chapter 7: 306-317
Chapter 8: 328-334
Chapter 9: 346-357
Chapter 10: 366-382
Chapter 11: 392-408



b) The contents of each chapter of the teacher's book describe the steps for achieving KD 3 and KD 4

In the contents of each chapter of the book the teacher has described the steps for achieving KD 3 and KD 4 with evidence of developing and investigating project results independently or in groups in describing the steps.



c) The contents of each chapter of the teacher's book describe the steps for using one of the learning models of discovery learning, project based learning, inquiry learning, genre based learning

The contents of each chapter of the teacher's book have met the standards of one of the learning models, namely problem based learning. Example: working on a project



5. Eligibility of assessment in each teacher's book

a) The contents of each chapter of the teacher's book describe an assessment of the development of attitude aspects

In the contents of each chapter of the teacher's book, the teacher has met the standards for attitude assessment, because in each learning process the teacher can know and assess the character of students in various activities.

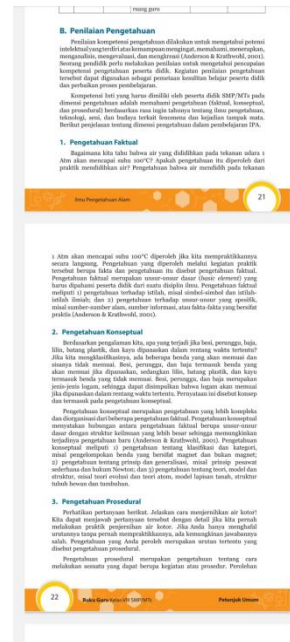
- Chapter 1: 171-174
- Chapter 2: 192-193
- Chapter 3: 218-220
- Chapter 4: 247-248
- Chapter 5: 273-275
- Chapter 6: 296-297
- Chapter 7: 319-320
- Chapter 8: 338-340
- Chapter 9: 358-359
- Chapter 10: 382-384
- Chapter 11: 409-411



b) The contents of each chapter of the teacher's book describe the assessment of aspects of knowledge

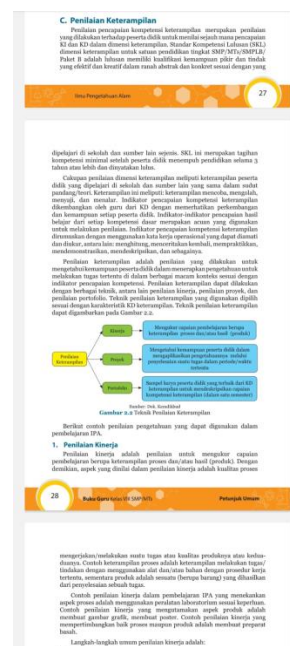
Each teacher's book has met the standards for knowledge assessment, because each chapter has a knowledge competency assessment that

can be seen from the grid of competency achievement.



c) The contents of each chapter of the teacher's book describe the development of skills aspects

In the contents of each chapter of the teacher's book, the teacher has met the standards for the assessment of skills aspects, because in each chapter of the teacher's book it is known that there is a thinking process to develop skills in students. Example: working on a project



The following is an explanation of the table in the study of the science teacher books for SMP/MTs Class VIII:

1. The suitability of the contents of the book with the scope of KD

The results of the study conducted by researchers for the suitability of the contents of the science teacher books for SMP/MTs grade VIII 2013 curriculum which includes 11 chapters. The contents of the teacher's book must be in accordance with the KD coverage. The components of the conformity aspect of the book's contents with the scope of KD are outlined in the following points:

- a) The contents of each chapter of the teacher's book describe the suitability of the coverage of KD and KI-1 and KI-2.
- b) The contents of each chapter of the teacher's book describe the suitability of the KD coverage of KI-3.
- c) The contents of each chapter of the teacher's book describe the suitability of the KD coverage of KI-4.
- d) The contents of each chapter of the teacher's book describe the adequacy of KD development from KI-1 and KI-2.
- e) The contents of each chapter of the teacher's book describe the adequacy of the KD achievement indicators from KI-3.
- f) The contents of each chapter of the teacher's book describe the adequacy of the KD achievement indicators from KI-4

Based on the above components, the six components in the suitability of the book content with the coverage of KD in the Science Teacher Book Class IX 2013 curriculum show conformity, meaning that it is suitable to be used as a teacher guide.

2. The breadth, depth, current, and accuracy of the subject matter in each chapter of the teacher's book.

The results of the study for the breadth, depth, presentness, and accuracy of the subject matter in each chapter of the teacher's book contained components that did not meet the feasibility aspect, namely chapter 8 on the respiratory system in humans. Some of the components examined on the breadth, depth, current, and accuracy of the subject matter in each chapter of the teacher's book include:

- a) The contents of each chapter of the teacher's book describe the suitability of the breadth and depth of the material with the KD coverage of KI-1, KI-2, KI-3, and KI-4.
- b) The contents of each chapter of the teacher's book describe the suitability of the material with the current (present) context.

c) The contents of each chapter of the teacher's book describe the accuracy / correctness of the concept.

Based on the components of the contents of each chapter of the teacher's book describing the suitability of the material with the current (current) context, there are components that need improvement in chapter 8 regarding respiratory diseases or disorders such as the corona virus. However, for all components of the VIII grade science teacher book from chapter 1 to chapter 11 it is appropriate to use it as a teacher's guide. Because two of the three components match the breadth, depth and accuracy of the material.

3. Show examples of learning materials (factual, conceptual, and procedural knowledge) in each chapter of the teacher's book

The results of the study for examples of learning materials (factual, conceptual, and procedural knowledge) in each chapter of the teacher's book in the science teacher's book class VIII in chapters 1 to 11 are appropriate. The components of the sample aspects of learning materials in each teacher's book are presented in the following points:

- a) The contents of each chapter of the teacher's book describe examples of factual knowledge material.
- b) The contents of each chapter of the teacher's book describe examples of conceptual knowledge material
- c) The contents of each chapter of the teacher's book describe the activity steps of using one of the learning models of discovery learning, project based learning, inquiry learning, genre based learning.

Based on the results of the study, the study of the VIII grade science teacher's book on the aspect of showing examples of learning materials (factual, conceptual, and procedural knowledge) in each chapter of the teacher's book has described the suitability of the material examples for each factual, conceptual and procedural knowledge. So that the teacher's book can be said to be worthy of being used as a teacher's guidebook.

4. The feasibility of learning activities in each chapter of the teacher's book

The learning activities in each class VIII science teacher's book are in accordance with the following components:

- a) The contents of each chapter of the teacher's book describe the steps for achieving KD 1 and KD 2.
- b) The contents of each chapter of the teacher's book describe the steps for achieving KD 3 and KD 4.
- c) The contents of each chapter of the teacher's book describe the steps for using one of the

learning models such as Problem Based Learning, Discovery Learning, and others.

Based on some of the points above, the textbook for science teachers for class VIII has fulfilled these three points. In each chapter of the teacher's book, there are steps for achieving KD 1, KD 2, KD 3, and KD 4. Thus, the science teacher's book for class VIII is suitable to be used as a teacher guide in the learning process.

5. Eligibility of assessment in each teacher's book

The feasibility of the assessment in each teacher's book is reviewed based on the following points:

- a) The contents of each chapter of the teacher's book describe an assessment of the development of attitude aspects
- b) The contents of each chapter of the teacher's book describe the assessment of aspects of knowledge
- c) The contents of each chapter of the teacher's book describe the development of skills aspects

Based on the points above, the three points have met the assessment aspects of the science teacher's book for class VIII, where there is an assessment of the development of attitude aspects in each chapter, an assessment of aspects of knowledge, and skills in each chapter 8.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research conducted, it can be concluded that the results of the study of the science teacher's book for Class VIII include the components of the suitability of the contents of the book with the scope of KD; the breadth, depth, current, and accuracy of the subject matter in each chapter of the teacher's book; show examples of learning materials (factual, conceptual, and procedural knowledge) in each chapter of the teacher's book; the feasibility of learning activities in each chapter of the teacher's book; The feasibility of the assessment in each teacher's book has met the feasibility aspect. But there are still components that need improvement, namely in the content component of each chapter of the teacher's book in chapter 8, it is better to add material about diseases in respiratory disorders that are widely discussed, namely the corona virus.

Suggestion

Based on the research the author can provide suggestions as follows:

- a) Based on the content relevance component, five of the six content relevance components in the 2013 Curriculum Grade IX Science Teacher Book show suitability, meaning that it is suitable to be used as a teacher guide. However, there is still a need for adjustments between teaching materials and time allocation so that learning activities run efficiently.
- b) Based on the components of breadth, depth, current, and accuracy of the subject matter in each chapter of the teacher's book, there are still contents from chapters that are not appropriate. So there needs to be improvements so that the material is more connected/in accordance with the current (current) context.

REFERENCES

- 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.
- Barroh, H., Susantini, E & Ducha, Nur. 2012. Pengembangan Buku Ajar Berjendela pada Materi Sistem Reproduksi Manusia untuk SMP RSBI. *BioEdu*, 1(2), 5-9.
- Ikhsan, K. N. & Hadi, S. 2018. Implementasi dan Pengembangan Kurikulum 2013. *Jurnal Ilmiah EDUKASI*, 6(1), 193-202.
- Ilmi, A. R. A. 2018. Desain Riset Prototipe Buku Guru Dan Buku Siswa Berbasis Pembelajaran Terbimbing untuk Meningkatkan Keterampilan Pemecahan Masalah IPA pada Siswa SD. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 4(1), 626-637.
- Isrok'atun, et al. 2020. *Pembelajaran Matematika dan Sains secara Integratif melalui Situation-Based Learning*. Sumedang: UPI Sumedang Press.
- Mukhsin, R, et al. 2017. Metode Penelitian Bisnis. *Jurnal Analisis*, 2(6), 1-6.
- Muslich, M. 2010. *Textbook Writing: Dasar-dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*. Yogyakarta: Ar-Ruzz Media.
- Prasanti, D. 2018. Metodologi Penelitian Kualitatif. *Jurnal Lontar*, 1(6), 1-9.
- Pudiastuti, R. D. 2014. *Cara dan Tip Produktif Menulis Buku*. Jakarta: Gramedia.
- Shabrina, N. S. 2016. Pemberitaan "Setya Novanto" di Media Cetak. *Journal UPI edu*, 1(2), 1-10.
- Sutiah. 2018. *Perubahan Budaya Belajar dan Inovasi Pembelajaran PAI dalam Implementasi Kurikulum 2013: Studi Multikasus di SMP Negeri 3 dan SMP*

- Islam Sholahuddin Kota Malang*. Sidoarjo: Nizamia Learning Center.
- Suwarna, S., *et al.* 2020. Telaah BukuTeks Mata Pelajaran Bahasa Jawa SMA Wiyata Basa Jawa 'WIBAWA' Berdasarkan Diagram
- FRY. Piwulang: *Jurnal Pendidikan Bahasa Jawa*, 8(2), 148-154.
- Yunus, H. & Alam, H. V. 2018. *Perencanaan Pembelajaran Berbasis Kurikulum 2013*. Yogyakarta: Deepublish.