



Teachers' and Students' Perceptions of Indonesian Language Textbook Feasibility for Class VII SMP in Writing Learning of Non-Literary Texts

Earlyana Puspitaningrum; Kastam Syamsi

Indonesian Language and Literature Education, Faculty of Languages, Arts, and Culture, Yogyakarta State University, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v12i3.6583>

Abstract

This study aims to determine the perceptions of teachers and students on the feasibility of Indonesian language textbook for grade VII junior high school in learning to write non-literary texts. The research used descriptive quantitative methods with a survey approach. Sampling in this research was carried out using a convenience sampling technique. The research was conducted by involving 12 Indonesian language teachers of grade VII junior high school in Yogyakarta City and 32 students of class VII D of SMP Negeri 1 Yogyakarta. Data collection techniques were carried out through surveys with questionnaires using Likert scale calculations. Based on the result of the study, it can be concluded that there are differences in perceptions between teachers and students regarding statements on the feasibility of grade VII Indonesian language textbook in learning to write non-literary texts. However, there is a perception of doubt from teachers and students in every feasibility of content, presentation, and language. It can be concluded that based on teachers' and students' perceptions of the feasibility of the content, the feasibility of the presentation, and the feasibility of the language, the Indonesian language textbook for grade VII of the Merdeka Curriculum published by the Ministry of Education, Culture, Research and Technology 2021 is not feasible for use in carrying out non-literary text writing learning. Therefore, it is necessary to conduct follow-up research on the needs of teachers and students in developing textbook specifically for writing non-literary texts in grade VII junior high school, especially on content feasibility, presentation feasibility, and language feasibility.

Keywords: *Teachers' and Students' Perceptions; The Feasibility of Indonesian Language Textbook; Writing Non-Literary Texts*

Introduction

Writing is an icon of Indonesian language learning. Writing is an important activity for students to do when carrying out Indonesian language learning. Writing requires high-level thinking skills and requires creativity to be able to produce quality written work (Setiawan, Sopandi, & Hartati, 2019: 131). Writing is a complex and more difficult skill to master because students are required to be able to produce good quality of writing, but they are not given knowledge about how to write well and the things that must be done in order to produce good writing (Yuniar & Zuchdi, 2018: 107). It is undeniable that writing

is a process that requires patience, long time, and often causes pain (Clark, 2003: 5). Based on the opinions above, writing can be interpreted as a skill in Indonesian language learning that is complex and difficult for students to master because it requires high-level thinking skills, creativity, patience, long time, and can cause pain to be able to produce quality written work.

In Indonesian language learning for grade VII, students learn two types of texts, namely non-literary texts and literary texts. The main difference between non-literary and literary texts is that non-literary texts provide information or ideas to explain or influence, while literary texts describe and interpret human experiences (Hyland, 2009: 86-87). Furthermore, non-literary texts are based on facts or opinions of an event based on reality (factual), while literary texts are based on imaginative ideas with the aim of entertaining readers (Yuniar & Zuchdi, 2018: 107). Non-literary text aims to disseminate knowledge in all fields of learning so that it can help the readers in various jobs, while literary text is used to describe real or illusory personal and social life (Knapp & Watkins, 2005: 29-30). Therefore, non-literary texts can be identified as texts that provide information or ideas with the aim of disseminating knowledge, influencing, and explaining various things that are based on factual events so that they can help the readers in completing various jobs.

According to the definition of writing and non-literary text, it can be concluded that writing non-literary text is a complex and difficult skill for students to master because it requires a high level of proficiency, creativity, patience, long time, and can cause pain to provide information or ideas with the aim of disseminating knowledge, influencing, and explaining various things that are based on the facts of events so that it can help the readers to complete various works. From this definition, it can be recognized that learning to write non-literary texts is complicated to do. Many students have difficulty and even avoid to learn in writing non-literary texts. One way that can be a solution in helping students learn about writing non-literary texts is by using textbooks.

Textbooks are mandatory reference books used in learning and are compiled by education experts who are guided by national education standards (Abdullah, Susilo, & Mulawarman, 2022; Saputro, Sabardila, Prayitno, Markhamah, 2021). Textbooks play an important role in improving primary and secondary education, continuous review of education, and improving the quality of education standards in Indonesia (Wardani, Suwandi, & Ulya, 2023: 3269). Recently, textbooks are still a source of learning for teachers and students in learning activities so that the need for textbooks will always increase (Nesi, Su, Pristiwati, 2022: 2369). Therefore, it is clear that textbooks have a major influence on student achievement (van den Ham & Heinze, 2018: 133).

Textbooks are one of the main learning resources for teachers and students in carrying out learning so that they must be attractive in terms of content, presentation, language, and graphics to encourage students in learning using textbooks (Agusfina, Susetyo, & Yulistio, 2018: 30). In accordance with the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 21 of 2023 concerning the Compilation, Provision, Distribution, and Use of Educational Books, it states that the assessment of educational books is carried out by determining the feasibility of content, presentation, language, and graphics. Content feasibility concerns the completeness of the learning materials related to the suitability of the material description with the Learning Outcomes and the Flow of Learning Objectives, the accuracy of the materials, and supporting materials. Presentation feasibility relates to the technique, systematics, and sequence of presentation of learning concepts and materials. Language completeness relates to the appropriateness of the use of language with the level of the development of students, the use of communicative language, and fulfills the requirements for the coherence and cohesiveness of the flow of thinking. Meanwhile, graphic completeness is related to the book.

Textbooks are supposed to contain a complete information so that they can be used truly as learning media for students to increase their knowledge and understand learning materials (Ginting,

Argiandini, & Suwandi, 2023; Rahayuningtyas & Mustadi, 2018; Rahmawati, 2015). Furthermore, textbooks should have language that easy to follow so that students can understand learning materials properly (Ginting, Argiandini, & Suwandi, 2023; Agus, Amelia, Abidin, & Permata, 2021). However, various studies assert that the textbook of Indonesian language for grade VII of the Merdeka Curriculum that was published by the Ministry of Education, Culture, Research and Technology 2021 still has weaknesses.

Based on research conducted by Ananda (2023), it can be found that the Indonesian language textbook for grade VII of the Merdeka Curriculum published by the Ministry of Education, Culture, Research, and Technology 2021 has shortcomings in providing relevant and not up-to-date information related to materials, references, instruments, and examples. In addition, the language used is not in accordance with the readability level of the seventh grade junior high school students (Sudiati, 2023; Febriana, Wulandari, & Sari, 2022). The presentation of the textbook was found incomplete (Wardani, Suwandi, & Ulya, 2023). There is no research that specifically discusses the feasibility of grade VII Indonesian language textbook for implementing non-literary texts writing learning according to the perspectives of teachers and students whereas their perceptions can state whether Indonesian language textbook feasible or not feasible to use in carrying out writing learning in non-literary texts for grade VII.

Perception is the process of responding, interpreting, and describing something experienced by the five senses (Apriani, Saparahayuningsih, & Daryati, 2021: 52). Various things that are experienced, seen, and felt by teachers and students during learning can be a stimulus for positive or negative perceptions of an object (Suhandiah, Suhariadi, Yulianti, Wardani, & Muliatie, 2021; Pranowo, Dwijonagoro, Lumbantobing, & Purintrapibal, 2023). Perception is the giving of meaning influenced by prior knowledge and experience to the responses being received (Alpian & Surayaman, 2016: 67). In addition, perception is a response to something that is captured by the sense of sight regarding events related to education so that it forms a concept that states desires which can then be reflected on an object through attitudes and behavior (Agusfina, Susetyo, & Yulistio, 2018: 30). In short, perception is the process of giving positive or negative responses, meanings, and images about an object received by the five senses and influenced by the knowledge and experience of each individual which is then expressed through behaviour and attitudes.

Perception is generated from the realization of thoughts, then produces concepts or ideas that are different for each individual even though the object which they see is the same (Pranowo, Dwijonagoro, Lumbantobing, & Purintrapibal, 2023: 817). In the implementation of learning, the perceptions of teachers and students are very important to be identified. Teacher perceptions of textbooks can be used as one of the guidelines for evaluating the feasibility criteria for textbooks used by students in learning (Armiyanti & Ganda, 2022: 294). Meanwhile, student perceptions are an important factor in increasing the level of comfort during the learning activities that will motivate students (Nugraha, Suharjana, & Lumintuarso, 2022: 323).

Teachers' and students' perceptions of Indonesian language textbook in learning to write non-literary texts are the assessment of teachers and students as a result of sensing the learning implementation of writing non-literary texts using Indonesian language textbook. The perceptions are used as a description of the perspective of Indonesian language textbook used in carrying out learning to write non-literary texts as well as being able to provide an analysis of the needs of teachers and students for Indonesian language textbook in learning to write non-literary texts that are integrated with various aspects of the applicable curriculum (Latifah, Fahrurrozi, Zulela M S, Sumantri, & Setiawan, 2023: 70). Therefore, the perceptions from teachers and students are needed in the use of Indonesian language textbook when conducting learning activities, including learning to write non-literary texts.

The perceptions of teachers and students are very important to determine the feasibility of Indonesian language textbook in implementing learning to write non-literary texts. For this reason, further

research is needed regarding the feasibility of Indonesian language textbook for learning the writing of non-literary texts according to the perceptions of teachers and students. This study specifically discusses the perceptions of teachers and students on the feasibility of Indonesian language textbook for grade VII of the Merdeka Curriculum published by the Ministry of Education, Culture, Research and Technology 2021 in conducting learning to write non-literary texts. The feasibility of Indonesian language textbook is focused on the feasibility of content, presentation, and language. The purpose of this study was to determine the perceptions of teachers and students on the feasibility of Indonesian language textbook for the seventh grade in junior high school in learning to write non-literary texts. The results of the research are expected to be a follow-up research on the teachers and students needs in developing textbooks for non-literary texts writing purpose in grade VII junior high school.

Methods

The study used a descriptive quantitative method with a survey approach. Sampling in this study was carried out using *convenience sampling* technique. The research involved 12 seventh grade Indonesian language teachers in junior high schools in Yogyakarta City and 32 students in class VII D of SMP Negeri 1 Yogyakarta. The focus in this study is the perceptions of teachers and students on the feasibility of the Indonesian language textbook of Merdeka Curriculum published by the Ministry of Education, Culture, Research and Technology 2021 in carrying out learning to write non-literary texts. The technique of data collection was carried out by using a survey with a questionnaire. The research instrument used was a questionnaire grid.

The questionnaire calculation used a Likert scale which was presented with the provisions (SA) Strongly Agree had a score of 5, (A) Agree was scored 4, (N) Neither Agree nor Disagree was scored 3, (D) Disagree was scored 2, (SD) Strongly Disagree was scored 1 (Sugiyono, 2016: 94). The scores obtained were calculated into an average using the percentage formula. Furthermore, the data was converted into descriptive form by referring to the score interpretation according to Riduwan (2015: 15), namely 81%-100% is Strongly Agree, 61%-80% is Agree, 41%-60% is Neutral, 21%-40% is Disagree, and 0%-20% is Strongly Disagree.

Results and Discussion

The results of teachers' and students' perceptions of the feasibility of the Indonesian language textbook for grade VII of the Merdeka Curriculum published by the Ministry of Education, Culture, Research and Technology 2021 in learning to write non-literary texts in this study are presented in tabular form. There are fifteen statements that are divided into five statements of content feasibility, five statements of presentation feasibility, and five statements of language feasibility. The preparation of statements on the questionnaire is based on the understanding of teachers and students in the use of Indonesian language textbook in writing learning of non-literary texts. As a result, there are differences in the statements on the questionnaire between teachers and students, but they still have the same intention and purpose in accordance with the feasibility of content, presentation, and language. The following are the results and discussion of the questionnaire for each statement based on the answers of teachers and students on the feasibility of the Indonesian language textbook for grade VII of the Merdeka Curriculum published by the Ministry of Education, Culture, Research and Technology 2021.

Table 1. Teacher Perceptions of the Feasibility of Indonesian Language Textbook for Grade VII in Non-Literary Texts Writing Learning

No.	Statement	SA	A	N	D	SD	Percentage
1.	Grade VII Indonesian language textbook have contained and included Learning Outcomes and Learning Objectives for writing non-literary texts appropriately, clearly, and coherently.	4	8				86,7% (Strongly Agree)
2.	The grade VII Indonesian language textbook have contained clear learning materials for writing non-literary texts.	4	5	3			81.7% (Strongly Agree)
3.	The grade VII Indonesian language textbook have contained examples of non-literary texts that are diverse and relevant to students' capabilities.	5	7				88,3% (Strongly Agree)
4.	Grade VII Indonesian language textbook have contained non-literary text writing exercises in accordance with good and proper writing steps.		6	6			70% (Agree)
5.	Grade VII Indonesian language textbook have contained steps for writing non-literary texts that are easy for students to understand and practice independently.	2	3		7		60% (Neutral)
6.	Grade VII Indonesian language textbook have presented writing learning materials and steps for writing non-literary texts in a complete, coherent, and clear manner.	2		4	6		56,7% (Neutral)
7.	Grade VII Indonesian language textbook have presented writing learning materials and steps for writing non-literary texts that are student-centered and appropriate for students' needs.	3	5	3	1		76,7% (Agree)
8.	Grade VII Indonesian language textbook have presented learning materials by prioritizing students' processes in writing non-literary texts.	4	6	2			83,3% (Strongly Agree)
9.	Grade VII Indonesian language textbook have presented material on writing non-literary texts using certain methods, models or approaches.	2	1	4	5		60% (Neutral)
10.	Grade VII Indonesian language textbook have included appropriate references or sources of reference in learning to write non-literary texts.	7	5				91,7% (Strongly Agree)
11.	The instructions used in the writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook are easy for students to do independently.		3	2	7		53,3% (Neutral)

12.	The language used in the writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook is easy for students to understand independently.	1	3	2	6		58,3% (Neutral)
13.	The language used in the writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook are appropriate for students' capability levels.		4		8		53,3% (Neutral)
14.	The language used in writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook is clear and not ambiguous.	9	3				95% (Strongly Agree)
15.	The language used in the writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook is communicative.	4	8				86,7% (Strongly Agree)

Teachers' Perceptions of the Feasibility of Indonesian Textbook for Grade VII in Non-Literary Texts Writing Learning

A. Content Feasibility

There are five statements of content feasibility in grade VII Indonesian language textbook in learning to write non-literary texts. In the first statement, there is a percentage of 86.7% which indicates that the teacher Strongly Agrees that the seventh grade Indonesian language textbook has contained and included the Learning Outcomes and Flow of Learning Objectives for writing non-literary text appropriately, clearly, and coherently. It can be interpreted that according to the teacher's perception, the grade VII Indonesian language textbook has been prepared based on the current curriculum, namely the Merdeka Curriculum. The Learning Outcomes written can be used to evaluate student progress and achievement while the flow of Learning Objectives can help teachers and students to continue the learning implementation in accordance with the current curriculum so that learning can be more effective (Aulia, Sarinah, & Juanda, 2023: 14).

The second statement received a percentage of 81.7% which is in the Strongly Agree category indicating that grade VII Indonesian language textbook can contain writing learning materials and steps for writing non-literary texts clearly so that it helps teachers to make students understand the material. Teachers also Strongly Agree about the statement in the grade VII Indonesian language textbook has contained examples of non-literary texts that are diverse and relevant to students' capabilities. This is indicated by the acquisition of answers to the fourth statement which received a percentage of 88.3% which is included in the Strongly Agree category. Followed by the results of the fourth statement which got a percentage of 70% and entered the Agree category that the grade VII Indonesian language textbook has contained non-literary text writing exercises in accordance with the steps of good and proper writing.

However, teachers have doubts that the steps of writing non-literary texts in grade VII Indonesian language textbook can be easily understood and practiced by students independently. It is the fifth

statement that receives a teacher response with a percentage of 60% which is in the Neutral category. Doubts over the fifth statement show that students still cannot learn the steps of writing non-literary text independently using Indonesian language textbook so that it can be said that students depend on the explanation of learning materials from their teacher. This shows that Indonesian language textbook do not only contain learning materials, learning steps, sample texts, and non-literary text writing exercises. Textbooks should also be able to provide and increase confidence in students to be able to write non-literary texts independently without depending on the teacher. In addition, textbooks must be able to provide positive support so that students can be more creative, active, and motivated (Rahmawati, 2015: 112).

B. Presentation Feasibility

There are five statements on the feasibility of presentation in the grade VII Indonesian language textbook in the learning of non-literary texts writing. Based on teachers' perceptions, it can be concluded that teachers have doubts about the presentation of writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook are complete, coherent, and clear. It is indicated from the results of the teachers' responses to the sixth statement which is in the Neutral category with a percentage of 60%. This can be caused by the incomplete presentation of writing learning materials and steps for writing non-literary texts of Indonesian language textbook in grade VII. Teachers need to be active and creative in combining learning materials for writing non-literary texts between books and other learning resources so that it can cause differences in understanding and knowledge between students from one school to another regarding learning non-literary texts writing materials. It can also cause students to lack confidence in writing non-literary texts. In fact, self-confidence is one of the main factors causing students to experience learning difficulties in writing non-literary texts (Nama, Marhayani, & Wijaya, 2024: 335).

The seventh statement shows that the seventh grade Indonesian language textbook has presented writing learning materials and steps for writing non-literary texts that are student-centered and suitable for students' needs. The teachers' responses shows that the statement has a percentage of 76.7% which is included in the Agree category. The seventh statement is strengthened by the next statement, that is the presentation of learning materials by prioritizing the students' process in writing non-literary texts. Teachers' responses to the eighth statement is 83.3% so it falls into the Strongly Agree category. Based on the responses to the seventh and eighth statements, the grade VII Indonesian language textbook in non-literary texts writing learning has been student-centered and suitable for students' needs because it prioritizes the process rather than the results or scores obtained by students in writing non-literary texts. In the learning implementation, it is more important for students to understand the learning process so that learning can be more meaningful. The process can affect the results of students' writing skills (Pane, Komaling, Limbong, Yusuf, Nasution, Sibadutar, & Lubis, 2024: 9).

Furthermore, the ninth statement received teachers' responses of 60% which fell into the Neutral category. They doubt if the seventh grade Indonesian language textbook have presented the material of writing non-literary texts using certain methods, models, or approaches. This is because there is no direct explanation of the methods, models, or approaches used in learning to write in Indonesian language textbook. The method, model, or approach used in learning to write non-literary texts should be conveyed in Indonesian language textbook so that teachers are assisted in providing explanations to students. In contrast, the seventh grade Indonesian language textbook have included appropriate references in learning to write non-literary texts. This is evidenced by the teachers' responses of Strongly Agree with a percentage of 91.7%.

C. Language Feasibility

The feasibility of language according to teachers perceptions in this study is in the eleventh to fifteenth statements. The eleventh to thirteenth statements shows the same teacher response, which is in

the Neutral category. The eleventh statement got a percentage of 53.3%, the twelfth statement got 58.3%, and the thirteenth statement got 53.3%. Teachers have a neutral response to the instructions used in writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook are easy to be done by students independently, the language used in writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook are easy to understand by students, and the language used in writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook are in accordance with the level of students' capability. The teachers' responses to the eleventh to thirteenth statements prove previous research that the language used is not in accordance with the level of readability, that is for students in the seventh grade junior high school (Sudiati, 2023; Febriana, Wulandari, & Sari, 2022)

Meanwhile, the fourteenth and fifteenth statements received positive responses from teachers. The fourteenth statement had a percentage of 95% which indicates teachers Strongly Agree that the language used in the writing learning materials and steps for non-literary texts in grade VII Indonesian language textbook is clear and not ambiguous. In addition, a percentage of the fifteenth statement is 86.7% which also shows teachers strongly agree that the language used in the writing learning materials and steps for non-literary texts in grade VII Indonesian language textbook is communicative.

Table 2. Students Perceptions of the Feasibility of Indonesian Language Textbook for Grade VII in Learning of Non-Literary Texts Writing

No.	Statement	SA	A	N	D	SD	Percentage
1.	I can understand the learning objectives of writing non-literary texts clearly and easily in the grade VII Indonesian language textbook.	19	13				91,9% (Strongly Agree)
2.	I can understand the writing learning materials and the steps of writing non-literary texts clearly in the grade VII Indonesian language textbook easily.		8	13	11		58,1% (Neutral)
3.	I can practice the steps of writing non-literary texts contained in the grade VII Indonesian language textbook easily and coherently.		9		23		51.3% (Neutral)
4.	I can do the exercises and follow the steps of writing non-literary texts in the grade VII Indonesian language textbook well and correctly.	5	7		20		58,1% (Neutral)
5.	I can understand the various examples of non-literary texts in the grade VII Indonesian language textbook easily.	11	21				86,9% (Strongly Agree)
6.	In my opinion, the grade VII Indonesian language textbook has presented writing learning materials and steps for writing non-literary texts in a complete, coherent, and clear manner.	5		9	18		55% (Neutral)
7.	In my opinion, the grade VII Indonesian language textbook has presented writing learning materials and steps for writing non-literary texts according to my needs.		8		24		50% (Neutral)
8.	In my opinion, the grade VII Indonesian language textbook has presented learning		8	14	10		58,8% (Neutral)

	materials by prioritizing the process over the result of writing non-literary texts.						
9.	In my opinion, the grade VII Indonesian language textbook has presented the material on writing non-literary texts using certain methods, models or approaches.	3	11		18		59,4% (Neutral)
10.	In my opinion, the grade VII Indonesian language textbook has included appropriate reference sources in learning to write non-literary texts.	29	3				98,1% (Strongly Agree)
11.	In my opinion, the instructions in the writing learning materials and the steps of writing non-literary texts in the grade VII Indonesian language textbook is easy to follow.		9	7	16		55,6% (Neutral)
12.	In my opinion, the language used in the writing learning materials and the steps of writing non-literary texts in the grade VII Indonesian language textbook can be understood easily.	4	7	5	16		59,4% (Neutral)
13.	In my opinion, the language used in the writing learning materials and the steps for writing non-literary texts in the grade VII Indonesian language textbook is appropriate for my capabilities.		6	4	22		50% (Neutral)
14.	In my opinion, the language used in the writing learning materials and the steps for writing non-literary texts in the grade VII Indonesian language textbook is clear and not ambiguous.	15	17				89,4% (Strongly Agree)
15.	In my opinion, the language used in the writing learning materials and the steps of writing non-literary texts in the grade VII Indonesian language textbook is communicative.	23	9				94,4% (Strongly Agree)

Students' Perceptions of the Feasibility of Indonesian Language Textbook for Grade VII in Non-Literary Texts Writing Learning

A. Content Feasibility

Students' responses in the questionnaire on the feasibility of the content of grade VII Indonesian language textbook in learning to write non-literary texts are found in the first to fifth statements. The first statement received a response of 91.9% so that students Strongly Agree that they can understand the learning objectives of writing non-literary text in grade VII Indonesian language textbook clearly and easily. The learning objectives have been clearly conveyed in the grade VII Indonesian language textbook in learning to write non-literary texts so that it can help students to understand the purpose of doing non-literary texts writing learning.

In the second to fourth statements, students responded in the Neutral category. Students doubted that they could understand the writing learning materials and the steps of writing non-literary texts easily using grade VII Indonesian language textbook which got a percentage of 58.1%. Students also doubt that they can practice the steps of writing non-literary text contained in the grade VII Indonesian language textbook easily and coherently which gets a percentage of 51.3%. In addition, students doubt that they can do the exercises and follow the steps of writing non-literary texts in grade VII Indonesian language textbook properly which gets a percentage of 58.1%. Students' doubts in the second to fourth statements prove that learning to write non-literary texts is difficult to master even though they have used Indonesian language textbook in carrying out learning to write non-literary texts. This proves that the grade VII Indonesian language textbook has not been able to help students to overcome their problems and difficulties in writing non-literary texts.

In the fifth statement, students responded Strongly Agree that they could understand various examples of non-literary text in the grade VII Indonesian language textbook easily. The statement received a percentage of 86.9%. The examples contained in the textbook can attract students' attention so that they are easy to be understood by students.

B. Presentation Feasibility

The feasibility of presentation based on students perceptions is found in the sixth to tenth statements. In the sixth to ninth statements, students gave responses that fell into the Neutral category. The sixth statement received a percentage of 55% which shows that students feel doubtful to the seventh grade Indonesian language textbook that has presented writing learning materials and steps for writing non-literary texts completely, coherently, and clearly. The seventh statement got a percentage of 50% which shows that students feel doubtful that the grade VII Indonesian language textbook has presented writing learning materials and steps for writing non-literary texts according to their needs

The eighth statement got a percentage of 58.8% which shows that students also doubted that the grade VII Indonesian language textbook has presented learning materials by prioritizing the process rather than the results of writing non-literary texts. In addition, the ninth statement is 59.4% which indicates that there were doubts in students about the seventh grade Indonesian language textbook has presented material for writing non-literary texts using certain methods, models, or approaches. Textbooks should be able to provide clear information about the specific method, model, or approach used when implementing learning. By providing this information, students can understand various learning methods, models, or approaches so that they can gain knowledge about learning methods, models, or approaches that suit students' needs. Textbooks that are combined with methods, models, or learning approaches which are suitable for students needs can produce a quality learning process (Irawan, 2017: 140-141).

The doubts that occur to students in the sixth to ninth statements prove that: (1) students do not understand the writing learning materials and the steps of writing non-literary texts well; (2) students do not recognize the difficulties they experience and the needs they should get in learning to write non-literary texts; (3) learning still prioritizes the results of written work compared to the process that students experience when carrying out learning so that learning to write non-literary texts is not yet meaningful for students; and (4) students do not understand or even know the methods, models or approaches used in learning to write non-literary texts using Indonesian language textbook because there is no learning transparency.

The tenth statement received a percentage of 98.1% in the Strongly Agree category. Students strongly agree that the grade VII Indonesian language textbook have included appropriate reference sources in learning to write non-literary texts. This response can be obtained because the learning reference sources are conveyed directly in the grade VII Indonesian language textbook.

C. Language Feasibility

Language feasibility based on student perceptions is found in the eleventh to fifteenth statements. In the eleventh, twelfth, and thirteenth statements are in the Neutral category. This is the same as the teacher's perception regarding language feasibility. The eleventh statement received a percentage of 55.6% in the Neutral category which indicates that the instructions in the writing learning materials and the steps of writing non-literary texts in the grade VII Indonesian language textbook were quite difficult for students to do. The percentage of twelfth statement is 59.4% with an Neutral category indicating that the language used in the writing learning materials and the steps of writing non-literary texts in grade VII Indonesian language textbook cannot be understood easily. Furthermore, the thirteenth statement got a percentage of 50% which was also in the Neutral category which means that students feel that the language used in the writing learning materials and steps for writing non-literary texts in grade VII Indonesian language textbook is not in accordance with their capabilities.

The doubts that occur to students in language feasibility show that students have difficulty to understand the meaning in the language used in the seventh grade Indonesian language textbook in learning to write non-literary texts. This also causes students to not be able to understand the writing learning materials and learning steps for writing non-literary texts well which affects the feasibility of the content of grade VII Indonesian language textbook in learning to write non-literary texts. This should certainly be a concern for teachers and textbook developers to consider students' capability to understand meaning in language. This shows that students and teachers have the same perception of the feasibility of language so that it can also evidence the research in the past that the language used is not in accordance with the level of readability for seventh grade junior high school students (Sudiati, 2023; Febriana, Wulandari, & Sari, 2022).

The fourteenth and fifteenth statements were in the Strongly Agree category. The fourteenth statement got a percentage of 89.4% so that students Strongly Agree that the language used in writing learning materials and steps for writing non-literary texts in grade VII Indonesian language textbook is clear and not have ambiguous meaning. Additionally, the fifteenth statement got a percentage of 94.4% so that students Strongly Agree that the grade VII Indonesian language textbook provides communicative language to explain writing learning materials and steps for writing non-literary texts.

Conclusion

Based on the results of research and discussion, it can be found that there are differences in perceptions between teachers and students towards statements on the feasibility of Indonesian language textbook for grade VII in learning to write non-literary texts. In each feasibility of content, feasibility of presentation, and feasibility of language there is a perception of doubt which indicates that teachers and students do not agree that the grade VII Indonesian language textbook can fulfill the needs and help teachers and students while carrying out the learning to write non-literary texts. Therefore, it can be concluded that based on the perceptions of teachers and students on content feasibility, presentation feasibility, and language feasibility, the Indonesian language textbook for grade VII of the Merdeka Curriculum published by the Ministry of Education, Culture, Research and Technology 2021 is not suitable for implementing non-literary texts writing learning. For this reason, follow-up research is needed regarding the needs of teachers and students in developing specific textbook for non-literary texts writing purpose for grade VII junior high school, especially on content feasibility, presentation feasibility, and also language feasibility.

References

- Abdullah, S., Susilo, & Mulawarman, W. G. (2022). Analisis Kelayakan Buku Teks Bahasa Indonesia untuk Siswa Kelas VIII Sekolah Menengah Pertama. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(3), 707-714. <https://doi.org/10.30872/diglosia.v5i3.433>.
- Agus, R. M., Amelia, D., Abidin, Z., & Permata, P. (2021). Pelatihan Pembuatan Perangkat Ajar Silabus dan RPP SMK PGRI 1 Limau. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(2), 48. <https://doi.org/10.33365/jsstcs.v2i2.1315>.
- Agusfina, F. D., Susetyo, & Yulistio, D. (2018). Persepsi Guru Terhadap Buku Teks Bahasa Indonesia Kurikulum 2013 Kelas VII SMP Negeri Kota Bengkulu. *Jurnal Ilmiah Korpus*, 2(1), 29-33. <https://doi.org/10.33369/jik.v2i1.5553>.
- Alpian, M. & Suryaman, M. (2016). Pengaruh Motivasi, Keyakinan Diri, dan Persepsi Siswa Terhadap Apresiasi Karya Sastra Siswa SMP. *Lingtera*, 3(1), 60-74. <https://doi.org/10.21831/lt.v3i1.8663>.
- Ananda, K. (2023). Analisis Kelayakan Isi Buku Teks Bahasa Indonesia Kelas 7 Kurikulum Merdeka. *Prosiding Seminar Nasional Hasil Riset dan Pengabdian*, 5, 1561-1568. <https://snhrp.unipasby.ac.id/prosiding/index.php/snhrp/issue/view/5>.
- Apriani, W., Saparahayuningsih, S., & Daryati, M. E. (2021). Persepsi Guru Terhadap Modul Media Pembelajaran Motorik Halus Pada Anak Usia Dini Se-Gugus Mawar Merah Kota Bengkulu. *Jurnal Pena PAUD*, 2(1), 51-60. <https://doi.org/10.33369/abdipaud.v2i1.16556>.
- Armiyanti, S. & Ganda, N. (2022). Persepsi Guru terhadap Buku Teks Siswa Kelas 1 Tema Diriku Kurikulum 2013 sebagai Bahan Ajar Tematik Sekolah Dasar. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 9(2), 293-302. <https://doi.org/10.17509/pedadidaktika.v9i2.53126>.
- Aulia, N., Sarinah, & Juanda. (2023). Analisis Kurikulum Merdeka dan Kurikulum 2013. *Jurnal Literasi dan Pembelajaran Indonesia (JLPI)*, 3(1), 14-20. <https://doi.org/10.47134/pgsd.v1i1.103>.
- Clark, I. L. (2003). *Concepts in Composition Theory and Practice in the Teaching of Writing*. London: Lawrence Erlbaum Associates Publisher.
- Febriana, I., Wulandari, A. N., Sari, Y. (2022). Keterbacaan Buku Teks Kurikulum Merdeka Bahasa Indonesia Kelas 7 dengan Grafik Fry. *Basastra: Jurnal Kajian Bahasa dan Sastra Indonesia*, 11(2), 174-184. <https://doi.org/10.24114/bss.v11i2.38197>.
- Ginting, D. O. B., Argiandini, A. R., Suwandi, S. (2023). Analisis Kualitas Buku Teks Bahasa Indonesia Kurikulum Merdeka Belajar. *Kode: Jurnal Bahasa*, 12(1), 107-120. <https://doi.org/10.24114/kjb.v12i1.44399>.
- Hyland, K. (2009). *Teaching and Researching Writing*. London: Pearson Education Limited.
- Irawan, D. (2017). Developing Process Approach-Based Reading Textbook for Grade IV Students. *Jurnal Prima Edukasia*, 5 (2), 139-150. <http://dx.doi.org/10.21831/jpe.v5i2.13745>.
- Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press.
- Latifah, N., Fahrurrozi, Zulela M S, Sumantri, M. S., & Setiawan, B. (2023). Elementary School Teachers' Perceptions of Indonesian Elementary School Textbooks: A Case Study. *Journal of Higher Education Theory and Practice*, 23(1), 62-74. <https://doi.org/10.33423/jhetp.v23i1.5782>.

- Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2023). Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 21 Tahun 2023 tentang Penyusunan, Penyediaan, Pendistribusian, dan Penggunaan Buku Pendidikan.
- Nama, E. V., Marhayani, D. A., & Wijaya, A. K. (2024). Analisis Kesulitan Belajar pada Materi Menulis Karangan Ditinjau dari Kepercayaan Diri Siswa Kelas IV SDN 23 Singkawang. *Jurnal Pendidikan Dasar*, 12(2), 332-343. <http://dx.doi.org/10.46368/jpd.v12i2.2574>.
- Nesi, A., Su, Y. R., & Pristiwati, R. (2022). Redesign of Indonesian Language Textbooks Based on Student Needs Analysis. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 2369-2380. <https://10.35445/alishlah.v14i1.1611>.
- Nugraha, B., Suharyana, & Lumintuarso, R. (2022). Perceptions of Physical Education Students and Teachers on Physical Education Learning. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 41(2), 320–329. <https://doi.org/10.21831/cp.v41i2.39887>.
- Pane, P. R., Komaling, S. A. P., Limbong, M., Yusuf, S., Nasution, R., Sibadutar, Y., & Lubis M. (2024). Hubungan Proses Pembelajaran Menulis Proposal Terhadap Hasil Kemampuan Menulis Proposal Mahasiswa. *BLAZE: Jurnal Bahasa dan Sastra dalam Pendidikan Linguistik dan Pengembangan*, 2(3), 9-18. <https://doi.org/10.59841/blaze.v2i2>.
- Pranowo, D. D., Dwijonagoro, S., Tobing, R. L., & Purinthrapibal, S. (2023). Student Perceptions on High School Teachers' Competence in Online Teaching. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 42(3), 815-825. <https://doi.org/10.21831/cp.v42i3.59237>.
- Rahayuningtyas, D. I. & Mustadi, A. (2018). Analisis Muatan Nilai Karakter Pada Buku Ajar Kurikulum 2013 Pegangan Guru dan Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 8(2), 123–139. <https://10.21831/jpk.v8i2.21848>.
- Rahmawati, G. (2015). Buku Teks Pelajaran Sebagai Sumber Belajar Siswa Di Perpustakaan Sekolah Di Sman 3 Bandung. *EduLib*, 5(1), 102–113. <https://doi.org/10.17509/edulib.v5i1.2307>.
- Riduwan. (2015). *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung: Alfabeta.
- Saputro, D., Sabardila, A., Prayitno, H. J., & Markhamah, M. (2021). Integrasi Keterampilan Berpikir Kritis dalam Buku Teks Bahasa Indonesia Kurikulum 2013 Berperspektif HOTS. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 4(3), 365–374. <https://doi.org/10.30872/diglosia.v4i3.168>.
- Setiawan, D., Sopandi, W., & Hartati, T. (2019). Kemampuan Menulis Teks Eksplanasi dan Penguasaan Konsep Siswa Sekolah Dasar Melalui Implementasi Model Pembelajaran RADEC. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 9(2), 130–140. <https://doi.org/10.25273/pe.v9i2.4922>.
- Sudiati. (2023). Discourse Readability of Indonesian Language Textbooks for Middle School and High School/Vocational Schools. *Diksi*, 31(2), 224-232. <https://doi.org/10.21831/diksi.v31i2.64681>.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suhandiah, S., Suhariadi, F., Yulianti, P., Wardani, R., & Muliatie, Y.E. (2021). Online Learning Satisfaction in Higher Education: What Are the Determining Factors? *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 41(2), 351-364. <https://10.21831/cp.v41i2.35724>.

- Van den Ham, A-K. & Heinze, A. (2018). Does the Textbook Matter? Longitudinal Effects of Textbook Choice on Primary School Students' Achievement in Mathematics. *Studies in Educational Evaluation*, 59, 133-140. <https://doi.org/10.1016/j.stueduc.2018.07.005>.
- Wardani, N. E., Suwandi, S., & Ulya, C. (2023). Feasibility Assessment of Merdeka Curriculum in Bahasa Indonesia Digital Textbooks for Class VII Junior High Schools. *Theory and Practice in Language Studies*, 13(12), 3268-3278. <https://doi.org/10.17507/tpls.1312.25>.
- Yuniar, M. S. & Zuchdi, D. (2018). Pengembangan Buku Teks Pembelajaran Menulis Teks Non Sastra Berbasis Pendekatan Proses. *Jurnal Pendidikan Bahasa dan Sastra*, 18(1), 106-113. https://http://dx.doi.org/10.17509/bs_jpbsp.v18i1.12142.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).