Analysis of Learning Evaluation Aspects in Indonesian Language Textbooks for Third-Grade Elementary School Students

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Abstract. This study aims to analyze the learning evaluation aspects in Indonesian Language textbooks for third-grade elementary school students. The research focuses on three main dimensions: (1) the presence of evaluations in the cognitive, affective, and psychomotor domains; (2) the alignment between learning objectives and the forms of evaluation of the learning process and outcomes; and (3) the types of assessments used in learning activities. This study used a content analysis method with a qualitative descriptive approach. Data were obtained through an in-depth review of the practice sections, student activities, and evaluation instructions in the official Merdeka Curriculum textbooks. The results show that third-grade Indonesian Language textbooks no longer use multiple-choice assessments as in previous textbooks. Evaluations are now presented in the form of contextual activities that integrate comprehensive language skills, such as reading, writing, listening, discussion, imitation, and practice. Activities such as Discussing Language, Discussing New Vocabulary, and Reflecting strengthen students' cognitive and affective aspects through experiential learning. The book also features an attractive, colorful visual design and illustrations relevant to students' lives, thus supporting a fun and interactive learning process. These findings indicate that the Indonesian language textbook for third grade implements holistic, contextual evaluation principles, and is oriented toward developing communicative competence, in accordance with the characteristics of the Independent Curriculum.

Keywords: learning evaluation, authentic assessment, language skills, Merdeka Curriculum

INTRODUCTION

The shifting educational paradigm in the 21st century had a significant impact on learning practices in elementary schools. Critical thinking, creativity, collaboration, and communication skills are competencies that must be developed early through meaningful learning processes. As a fundamental subject, Indonesian plays a strategic role in developing students' literacy and communication skills, particularly at the elementary school level (Sukma et al., 2023) . Language learning focuses not only on mastering linguistic aspects but also requires evaluations that assess students' understanding, thinking processes, and ability to apply language in real-world contexts. The presence of textbooks as the primary learning resource in elementary schools makes analyzing their content and the quality of evaluation essential to ensure the achievement of learning objectives (Wibowo et al., 2023) .

The Independent Curriculum policy reinforces this urgency by presenting a more flexible, contextual, and competency-oriented learning approach. This curriculum emphasizes authentic assessment as the primary instrument for monitoring students' learning progress through activities relevant to everyday life (Irawan et al., 2023) . Authentic assessment positions students as active subjects who demonstrate their abilities through real-life performance, rather than simply answering multiple-choice questions or traditional written tests. This shift in assessment orientation undoubtedly impacts textbook design, including the third-grade Indonesian textbooks designed to support the implementation of the Independent Curriculum in elementary schools (Irawan et al., 2023) .

Textbooks not only serve to convey material but also serve as a guide for teachers in planning, implementing, and evaluating learning. Therefore, the quality of evaluations contained in textbooks significantly determines the direction of learning and shapes how teachers understand standards for learning success. Good textbooks should present assessments that align with learning objectives and reflect the development of students' cognitive, affective, and psychomotor domains proportionally. However, curriculum changes often require rapid adaptation, including in the development of learning tools such as textbooks. It is still possible that assessments in textbooks do not fully align with the essence of the Independent Curriculum, whether in terms of form, orientation, or integration between language skills (Anwas et al., 2022; Slamet et al., 2023) .

This condition indicates the need for an in-depth study of the evaluation aspects of Indonesian language textbooks for grade III, considering their strategic position in supporting the learning process in elementary schools. Analysis of the form of evaluation, alignment between learning objectives and evaluative activities, and the types of assessments used will provide an overview of the extent to which the textbooks meet the principles of authentic assessment. This study is also important in identifying strengths and potential improvements so that teachers can use textbooks more effectively and proportionally. This is as done by Ummah et al. (2025) who analyzed the quality of Indonesian language textbooks for grade II elementary school students entitled "My Unique Family" phase A and Yolanda et al. (2025) who analyzed elementary school student reading books in several school libraries in Bandung, West Java.

This study was conducted to provide a more comprehensive understanding of the implementation of learning evaluation in Indonesian language textbooks for grade III of the Independent Curriculum. The main focus of the study was directed at identifying the existence of evaluation in the cognitive, affective, and psychomotor domains; analyzing the relationship between learning objectives and forms of evaluation; and exploring the types of assessments used in learning activities. The purpose of this study is explicitly stated in this final paragraph: the study aims to analyze aspects of learning evaluation in Indonesian language textbooks for grade III of elementary school, in order to obtain an overview of the suitability between the forms of evaluation in the textbooks with the principles of authentic assessment and the demands of the Independent Curriculum.

MATERIALS AND METHODS

This study employed a content analysis method with a qualitative descriptive approach. Content analysis was chosen because it systematically uncovers the meaning, patterns, and characteristics of learning evaluations embedded in textbooks. The qualitative descriptive approach allows researchers to describe phenomena in depth without manipulating variables, thus aligning with the research objective, which focuses on understanding the content of Indonesian language textbooks for grade III of the Independent Curriculum (Krippendorff, 2022) .

Data source
The primary data source for this study was the Indonesian language textbook for third graders officially published by the Ministry of Education, Culture, Research, and Technology under the Merdeka Curriculum framework. This textbook was chosen because it is a standard teaching material used nationally and reflects the implementation of assessment policies in the latest curriculum (Hada & Pawar, 2022) .

Research Object
The objects analyzed include:
1. The evaluation and student activity sections, such as exercises, observation activities, discussions, writing, reading, imitation, and other performative tasks.
2. Evaluation and reflection instructions, including "Let's Discuss," "Let's Practice," "Getting to Know New Vocabulary," "Language Discussion," and "Reflection" sections.
3. The relationship between learning objectives (TP) and evaluative activities presented in the book.

Data collection technique
Data collection was conducted through a document review by carefully reading the entire book and highlighting sections related to evaluation aspects. Each evaluative activity was recorded and classified into learning domain categories (cognitive, affective, and psychomotor) in accordance with the learning taxonomy theory. The researcher also documented the learning objectives in each subchapter to analyze their suitability with the evaluation format provided (Hada & Pawar, 2022; Krippendorff, 2022) .

Data Analysis Techniques
The data was analyzed using content analysis steps as mentioned by Hada & Pawar (2022) and Krippendorff (2022) which include:
1. Identification and coding
   Each form of evaluation is identified and coded based on the learning domain, activity type, and associated learning objectives.
2. Categorization
   The coding results were grouped into three main analysis categories: (a) the presence of evaluations in the cognitive, affective, and psychomotor domains; (b) the alignment between learning objectives and the form of evaluation; and (c) the type of assessment used (authentic, performance-based, written, or observational).
3. Interpretation
   Researchers interpret the patterns of findings to assess the extent to which textbooks reflect authentic assessment principles and support the development of language skills according to the demands of the Independent Curriculum.
4. Drawing conclusions
   The findings were analyzed comprehensively to produce an overview of the quality of the evaluation aspects in textbooks.

Data Validity
Data validity was maintained through researcher triangulation, which involved comparing analysis results across research team members. Intensive discussions were held to align perceptions during the coding and interpretation process, resulting in consistent and accountable findings.

RESULTS AND DISCUSSION

This study focuses on the learning objectives, learning implementation, and learning evaluation contained in the Indonesian language textbook for grade III of the Independent Curriculum. The analysis focused on two main aspects: (1) the alignment between learning objectives and learning implementation, and (2) the alignment between learning objectives and learning evaluation. All findings are visualized through tables that have been compiled and explained descriptively.

Conformity between Learning Objectives and Learning Implementation

The implementation of learning in the Indonesian language textbook for Grade III of the Independent Curriculum, which consists of eight chapters, generally aligns with the learning objectives. This alignment is shown in Table 1. The implementation of learning in Chapter I is very much in line with the desired objectives. All activities provided, such as observing game images, reading texts, writing short stories, and following teacher instructions through games, fully support the targeted competencies. Students not only practice language skills but also social skills and follow rules. These activities effectively help students understand the concepts of punctuation, capital letters, and conveying ideas orally and in writing. No discrepancies were found between learning objectives and activities.

Chapter II focuses on collaboration, friendship, and story-building. Learning through poetry reading, picture discussions, SPOK exercises, and collaborative activities significantly supported the achievement of these objectives. Students were trained to connect illustrations with meaning, retell experiences, and distinguish between fact and fiction. These activities were designed to provide a comprehensive learning experience that combines literacy, critical thinking, and character development. All implementations met these objectives.

The implementation of Chapter III learning has significantly supported objectives such as speaking politely, finding the main idea, understanding the character's problems, and writing an encouraging letter. Through reading the story "Failed Again," role-playing, and writing activities, students are encouraged to understand the meaning of failure and the importance of encouragement. Learning focuses not only on language but also on students' emotional aspects, which are crucial at this stage of development. Therefore, the implementation is considered highly appropriate.

The learning implementation in Chapter IV is highly relevant to the objectives, which emphasize the ability to assess illustrations, express opinions, recognize professions, and distinguish between active and passive sentences. The analysis of the poem "My Father's Smile" and the activity of assessing images of people at work provide students with rich experiences in observing their surroundings. Visual reading and language activities are reinforced in a balanced manner, so that all objectives can be achieved. No discrepancies were found.

The implementation of Chapter V supports the objectives of using quotation marks, analyzing illustrations, understanding promotional texts, and creating posters. Activities such as reading the bazaar story, correcting quotation marks, and analyzing posters provide real-life experiences for students. The learning is designed to practice comprehension of informative texts and visual assessment skills, two essential competencies in modern literacy. All implementations align with the learning objectives.

The learning implementation in Chapter VI strongly supports objectives such as recognizing character issues, expressing opinions, speaking at an appropriate volume, understanding safety in public spaces, and writing prohibitions and recommendations. Learning through the story "Where Am I?", safety discussions, and a simulation of a lost situation provide real-life learning experiences. All activities are directly related to the objectives, with no discrepancies.

The implementation of Chapter VII is highly appropriate because it emphasizes analyzing animal characteristics, creating information tables, writing experience letters, and conducting simple interviews. Reading the story "Milo" and creating animal tables encourage students to think systematically. This lesson combines literacy, basic science, and communication skills in a balanced way. There are no inconsistencies.

The learning implementation in Chapter VIII focuses on communication, understanding conversations, and reading information tables. The activities of reading an introductory story, filling in a character data table, and discussing long-distance communication are highly aligned with the objectives. The learning is designed to build interpersonal and digital communication skills. No irrelevant implementation was found.

Table 1. Conformity between Learning Objectives and Learning Implementation

Chapter	Chapter Title	Learning objectives	Learning Implementation	Compliance	
				Appropriate	**Not Appropriate**
I	Let's play!	1. Grouping images 2. Check capital letters, punctuation, and spaces 3. Conveying ideas 4. Follow the instructions	• Observing the picture • Reading text • Writing a story • Follow the game instructions	• Activities of reading, writing, and following instructions according to learning objectives. • Game activities support the ability to convey ideas and understand rules.	-

				• All implementation is aligned with the focus on basic literacy and social skills.	
II	Friends Along	1. Writing a story 2. Explaining the meaning of the image 3. Following the instructions 4. How to make friends 5. Fact–fiction SPOK	• Reading poetry • Image analysis • Friendly discussion SPOK Training	• The implementation of learning supports the objectives of understanding illustrations, story structure, and cooperation. • SPOK and fact-fiction exercises according to language objectives. • No irrelevant implementations were found.	-
III	Spirit Instigator	1. Speak politely 2. Main idea 3. Character problems 4. Writing a story Hyperbole	• Reading stories • Role playing • Main idea Letter of encouragement	• Activities include reading stories, role playing, and writing letters according to the objectives. • Learning supports the formation of empathy and the ability to understand the character's problems. • All implementation is relevant to speaking and literacy goals.	-
IV	Smiles Around Me	1. Have an opinion 2. Assessing the illustration 3. Main idea 4. Professional vocabulary Active–passive	• Reading poetry • Image analysis Active-passive exercises	• Poetry analysis, illustration assessment, and active–passive exercises according to objectives. • Learning supports understanding of the profession and the ability to summarize information. • All learning activities are relevant.	-
V	Chocolate Balls	1. Promotional poster 2. Quotation mark 3. Assessing the illustration Promotional text	• Reading the bazaar story • Quotation mark practice Poster analysis	• Activities include reading bazaar texts, correcting quotation marks, and analyzing posters according to objectives. • Learning supports mastery of promotional texts and punctuation. • All activities are relevant and do not deviate.	-
VI	Lost	1. Character problems 2. Opinion 3. Speech volume 4. Security Prohibitions & recommendations	• Listening to the announcement • Reading stories • Security discussion Writing prohibitions/recommendations	• Implementation through stories, safety discussions, and prohibition/recommendation exercises according to objectives. • Supports the ability to understand emergency situations and communicate properly. • No discrepancies found.	-
VII	Me and Red	1. Listening to the conversation 2. Table contents 3. Opinion Discussion	• Reading text • Character data table • Opinions about communication	• Implementation focuses on understanding conversations, filling in tables, and discussing, according to the objectives. • Learning supports basic communication skills and understanding personal data. • All learning activities are relevant.	-
VIII	Friends from Across the Border	1. Listening to the conversation 2. Table contents 3. Opinion	• Reading text • Character data table • Opinions about communication	• Implementation focuses on understanding conversations, filling in tables, and	-

		Discussion		discussing, according to the objectives.	
				• Learning supports basic communication skills and understanding personal data.	
				• All learning activities are relevant.	

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Alignment between Learning Objectives and Learning Evaluation

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157 The learning evaluations presented for Chapter I are also fully relevant to the objectives. Through play journals,
158 punctuation corrections, and story writing assignments, students demonstrate both literacy skills and understanding of
159 instructions. These evaluations provide a clear picture of students' abilities to comprehend reading, write sentences
160 correctly, and express their experiences. All evaluations assess the skills targeted for learning.

161 The assessments conducted in Chapter II, such as collaborative journals, story structure development, and SPOK
162 exercises, are highly relevant to assessing the targeted competencies. Students are given space to express their
163 understanding through writing and reflection. These assessments measure not only linguistic skills but also social skills,
164 particularly in the context of collaborating and understanding peers' feelings. No assessments deviate from the learning
165 objectives.

166 The learning evaluation in chapter III consists of identifying main ideas, character issues, and journaling students'
167 feelings about failure. This evaluation is highly accurate in measuring students' reading comprehension and empathy.
168 Therefore, all evaluations are highly relevant and aligned with the learning objectives. The assessment is authentic and
169 experience-based, making it more meaningful for students.

170 The assessments in Chapter IV, such as summarizing the reading, assessing the images, and practicing active-passive
171 sentences, are highly relevant for assessing student abilities. They also encourage students to apply their knowledge to
172 real-world situations. Thus, all assessments align with learning objectives and provide an accurate picture of students'
173 conceptual mastery.

174 The evaluation in Chapter V, which includes poster analysis, quotation mark correction, and vocabulary exercises,
175 is highly effective in assessing students' abilities. This assessment tests their understanding of the promotional context,
176 punctuation accuracy, and ability to read images. The overall evaluation aligns with the objectives, with no irrelevant
177 components.

178 The evaluation in Chapter VI, which includes comprehension questions, explanations of safety behaviors, and
179 writing prohibitions and recommendations, provides students with opportunities to directly apply their knowledge. This
180 assessment is highly appropriate and can measure students' abilities in depth. All elements of the objectives are covered
181 in the evaluation process.

182 The assessments provided in Chapter VII, such as creating interview questions, writing about experiences, and
183 completing the animal chart, are directly related to the learning objectives. The assessments measure the ability to
184 understand information, ask questions, and present data. This makes the assessments highly relevant and aligned with
185 the chapter's objectives.

186 The learning evaluation in Chapter VIII, which consists of comprehension questions, table filling, and opinion
187 writing, is highly aligned with the objectives. This evaluation provides a comprehensive overview of students' abilities
188 in understanding social interactions and written information. All evaluation components align with the core
189 competencies of the Discussion chapter.

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191 **Table 2.** Conformity between Learning Objectives and Learning Evaluation
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Chapter	Chapter Title	Learning objectives	Learning Evaluation	Compliance	
				Appropriate	**Not Appropriate**
I	Let's play!	1. Grouping images 2. Capital letters & punctuation 3. Conveying ideas	• Play journal • Punctuation correction • Game story	• The evaluation assesses writing skills, understanding instructions, and use of punctuation. • Play journals and writing assignments align with literacy goals. • There is no evaluation that deviates from the learning objectives.	-
II	Friends Along	1. Story structure 2. Meaning of the image 3. Instruction 4. SPOK	• Collaborative journal • Putting together a story • Meaning of the image	• The evaluation measures writing skills, understanding the meaning of pictures, and collaboration. • Collaborative journals and assessments of story structure align with chapter objectives.	-

			• SPOK Training	• Full alignment between evaluation and objectives.	
III	Spirit Instigator	1. Speak politely 2. Main idea 3. Character problems	• Main idea • Character problems • Journal of feelings	• Evaluation focuses on understanding the main ideas and character problems. • Feelings journals support the goals of emotional development and literacy. • Evaluation is fully aligned with learning objectives.	-
IV	Smiles Around Me	1. Have an opinion 2. Illustration 3. Main idea 4. Profession 5. Active–passive	• Conclusion of reading • Image assessment • Active–passive	• The evaluation assesses the ability to express opinions, assess images, and differentiate sentences. • Active–passive exercises and reading summaries aligned with objectives. • There are no irrelevant evaluations.	-
V	Chocolate Balls	1. Poster 2. Quotation mark 3. Illustration 4. Promotion	• Correction of quotation marks • Assessing posters • Vocabulary	• Evaluation consists of poster analysis, vocabulary, and correction of quotation marks according to the objectives. • Measures visual and written literacy skills in a balanced manner. • Full compliance with learning objectives.	-
VI	Lost	1. Character problems 2. Opinion 3. Speech volume 4. Security 5. Prohibitions & recommendations	• Reading questions • Attitude when lost • Prohibitions & recommendations	• The evaluation assesses safety attitudes, story comprehension, and the ability to write prohibitions/recommendations. • Evaluation tasks are directly related to security and literacy objectives. • All evaluations are aligned with the targeted competencies.	-
VII	Me and Red	1. Animal information 2. Question 3. Experience letter 4. Question words & prepositions 5. Interview	• Reading questions • Experience letter • Animal table • Interview questions	• The evaluation assesses the ability to understand animal characteristics, create questions, and write about experiences. • Table and interview tasks are in line with simple literacy and science competencies. • There is no evaluation that is not in line with the objectives.	-
VIII	Friends from Across the Border	1. Listening to the conversation 2. Table contents 3. Opinion	• Text questions • Character data table • Communication opinion	• Evaluation through text questions, data tables, and writing opinions according to objectives. • Supports simple interpersonal and data literacy skills. • Full alignment between evaluation and objectives.	-

Discussion

The results of the study indicate that the Indonesian language textbook for grade III of the Independent Curriculum has fulfilled the principle of alignment between learning objectives, learning implementation, and learning evaluation. This alignment is an important element in ensuring the meaningfulness of the learning experience and consistency between the competencies to be achieved with the learning process and outcomes. The alignment between learning objectives and implementation is evident in each chapter, where the activities provided not only emphasize language skills but also integrate social, emotional, and visual literacy aspects. This finding is consistent with the concept of contextual learning in the Independent Curriculum as expressed by , which states that learning must facilitate authentic experiences and provide space for students to be actively involved. Learning implementations such as role-playing, analyzing images, observing illustrations, reading stories, and writing papers show that this book has implemented this principle thoroughly.

Furthermore, the findings of this study reinforce the view of Khair et al. (2022) , who asserted that Indonesian language learning at the elementary school level must integrate four language skills simultaneously: listening, speaking,

reading, and writing. The learning implementation in each chapter consistently includes activities that involve all four skills, both explicitly and implicitly. For example, reading a story is always accompanied by discussion, answering questions, or writing opinions, so that the learning process is integrated and builds literacy competencies holistically.

This integration is also evident in learning evaluations. Evaluations compiled in textbooks, such as feeling journals, poster analysis, filling in tables, assessing images, and writing experience letters, demonstrate the use of authentic assessment. This aligns with Maritim's (2023) findings , which state that authentic assessments are more capable of comprehensively depicting student competencies than traditional assessments such as multiple-choice questions. Authentic evaluations enable students to demonstrate skills in understanding, organizing information, analyzing context, and producing work relevant to everyday life. The tendency of textbooks to abandon multiple-choice questions, as found in this study, represents a concrete implementation of the assessment paradigm shift in the Independent Curriculum.

The findings of this study are also consistent with the study by Irawan et al. (2023) which showed that the integration of cognitive, affective, and psychomotor domains in evaluations significantly contributes to character formation and 21st-century skills. Evaluation in third-grade Indonesian textbooks supports this through tasks such as feeling journals that train emotional awareness, poster analysis that develops visual literacy, and sentence structure exercises that strengthen linguistic knowledge. The integration of these three domains indicates that the textbooks focus not only on academic aspects but also on students' social and emotional development.

From an instructional design perspective, the alignment between objectives, implementation, and evaluation found in this study aligns with the principles of learning evaluation, which emphasize the importance of a linear relationship between learning objectives, learning experiences, and assessment (Anwar, 2021; Febriana, 2021; Komarudin & Sarkadi, 2017) . The findings of this study indicate that the Indonesian language textbook for grade III of the Independent Curriculum has met these principles, thus it can be said to have good instructional design quality. These three components are designed consistently and mutually reinforcing, ensuring that each learning activity supports the achievement of expected competencies (Anwar, 2021; Widoyoko & Ngazizah, 2025) .

Overall, the results of this study indicate that the third-grade Indonesian language textbook has successfully implemented the principles of the Independent Curriculum comprehensively and consistently. The textbook not only facilitates technical language learning but also supports character development, visual literacy, social skills, and critical thinking skills. The integration of learning objectives, learning activities, and evaluation makes this textbook an effective learning resource for improving the quality of language learning in elementary schools.

CONCLUSIONS

This study shows that the Indonesian language textbook for grade III of the Independent Curriculum has implemented a strong alignment between learning objectives, learning implementation, and learning evaluation. All chapters present learning activities designed consistently with the desired competencies, including cognitive, affective, and psychomotor aspects. The learning implementation provides contextual learning experiences through reading, discussion, role-playing, writing, analyzing images, and observing the environment. Each activity supports the development of literacy skills in an integrated manner and is aligned with the developmental characteristics of elementary school students.

The learning evaluations used in the textbooks are also fully aligned with the learning objectives. The assessments are authentic and performance-oriented, including feeling journals, poster analysis, image assessment, information table filling, story writing, and language structure exercises. These evaluations provide a comprehensive overview of students' abilities to understand text, apply knowledge, manage information, and express ideas both orally and in writing.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest concerning the publication of this article.

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287