



The Potential of Indonesian Textbooks in Stimulating Students' Learning Activities

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ABSTRAK

Belum semua buku teks bahasa Indonesia mampu merangsang aktivitas belajar siswa secara optimal. Banyak buku teks yang belum dirancang dengan mempertimbangkan kebutuhan kognitif dan motivasi siswa. Penelitian ini bertujuan untuk mengidentifikasi potensi buku teks bahasa Indonesia dalam menstimulasi aktivitas belajar siswa. Jenis penelitian ini adalah penelitian kualitatif dengan model eksplanatif. Sampel penelitian dipilih secara purposive, yaitu satu buku teks bahasa Indonesia yang digunakan di salah satu sekolah menengah. Data dikumpulkan melalui observasi, wawancara, studi pustaka, dan analisis dokumen. Instrumen yang digunakan adalah pedoman wawancara dan observasi. Metode analisis data yang digunakan yaitu, teknik analisis data model spiral. Hasil penelitian menunjukkan bahwa buku teks dapat menjadi stimulus yang efektif dalam menstimulasi aktivitas belajar siswa. Beberapa cara buku teks dapat menstimulasi aktivitas siswa antara lain: menghadirkan materi menarik, mendorong refleksi dan diskusi, serta menyediakan tugas berbasis proyek. Dapat disimpulkan bahwa, secara keseluruhan, buku teks bahasa Indonesia memiliki potensi besar dalam meningkatkan aktivitas belajar siswa. sehingga, implikasi penelitian ini adalah penggunaan buku teks yang tepat dapat memotivasi siswa, memperluas partisipasi mereka, dan meningkatkan pencapaian belajar.

ABSTRACT

Not all Indonesian language textbooks are able to stimulate student learning activities optimally. Many textbooks have yet to be designed with students' cognitive and motivational needs in mind. This research aims to identify the potential of Indonesian language textbooks in stimulating student learning activities. This type of research is qualitative research with a case study method. The research sample was chosen purposively, namely one Indonesian language textbook used in one of the secondary schools. Data was collected through observation, interviews, literature study, and document analysis. The instruments used were interview and observation guidelines. The data analysis method used is the spiral model data analysis technique. The research results show that textbooks can be an effective stimulus in stimulating student learning activities. Some ways textbooks can stimulate student activity include presenting interesting material, encouraging reflection and discussion, and providing project-based assignments. Overall, Indonesian language textbooks have great potential to increase student learning activities. The application of this research is that the use of appropriate textbooks can motivate students, broaden their participation, and improve learning achievement.

1. INTRODUCTION

Students' ability to speak Indonesian is not only influenced by internal factors, but also by external influences such as the use of appropriate textbooks. Indonesian language education is one of the key components in education in Indonesia. Education is one of the important factors in the formation of quality individuals and society. In the context of education in Indonesia, Indonesian plays an important role as the language of instruction in the learning process. Indonesian textbooks are one of the instruments used to support student learning activities at school. A good textbook not only serves as a source of information, but can also influence students' motivation and participation in the learning process (Fadhliana et al., 2023; Yusliani et al., 2023). In the context of Indonesian language education at the junior high school level, grade 8 textbooks have considerable potential in stimulating students' learning activities. Previous research has revealed that the use of effective textbooks can increase students' motivation and participation in Indonesian language learning. Learning in Grade 8 is very important in shaping students' character and academic ability. One of the factors that influence the success of learning is the learning method used by the teacher. Learning activities in the revised edition of the Indonesian Language Textbook (BTBI) are realised in the task sentences that will be carried out by

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students in text learning. Indonesian textbooks can be one of the potential resources to increase students' learning activities, especially through individual and group assignments. The language used in textbooks is standardised Indonesian. The language used to explain the material in the textbook should use simple language, not multi-interpretive, and relatively in accordance with the cognitive level of readers in general (Saputro et al., 2021; Syahri, 2015).

Syahri's research shows that research studies on the use of language in textbooks have been carried out. However, Syahri's research only shows the use of language in general, for example simple, without multiple interpretations, and appropriate to the student's cognitive level. Deeper research needs to be done, namely the use of language that is able to stimulate student activity. Showing the function of language in stimulating student activity is very important because textbooks are a source of learning, with clear and correct activity stimulation, learning can run optimally. This is new in this research. Suggests that individual tasks and group tasks are two types of cooperative learning activities that are effective for improving the speaking skills of grade 8 students. Textbooks as learning media have great potential in improving student learning outcomes. From textbooks, it should be possible to see the profile of education and teaching at the relevant level. The content of textbooks, especially related to the determination of cognitive development outcomes, often receives less attention. In fact, textbooks are the main educational guidelines used in teaching and learning activities. Thus, the determination of learning outcomes from textbooks must be clearly known so that its suitability with the underlying curriculum can be evaluated (Murtado et al., 2023; Purnanto et al., 2020; Shofi et al., 2024).

In the Indonesian textbook for Grade 8 students, there are several examples of individual assignments such as analysing poems or short stories and making summaries of certain readings, as well as examples of group assignments such as creating dramas or short film scenarios based on novels that have been read together in class. Through both types of assignments, students will be more active and independent in the learning process as well as improving their inter-student skills. The use of Indonesian language textbooks can facilitate the development of grade 8 students' reading, writing, listening, and speaking skills (Nifa Nailul Rahmah, 2022). Quality textbooks introduce students to different types of texts, including narration, description, exposition, and argumentation, which helps them understand the structure and features of each type of text. This contributes to students' ability to analyse and understand the texts they read, as well as express their thoughts in writing and speech. As the essence of textbooks, it can be said that textbooks in the learning process are used as one of the reference sources for learning instructions (Lim & Roslinda, 2021; Tan et al., 2018). Textbooks have the opportunity to be a means of learning about self-adjustment skills presented in textbooks and influence teacher instruction on self-adjustment skills (Sievert et al., 2019). In line with this opinion, books play an important role in helping teachers determine the material to be delivered, making it easier for students to be able to learn the material that has been sent or prepare something for tomorrow's material. For students, textbooks function as one of the sources of information that can help them understand learning materials in accordance with the objectives set by the teacher. As for the teacher, the textbook functions as one of the sources of information that can be used as a guide in carrying out learning (Anisah, 2017; Huda et al., 2020; Ramadani & Jayanti, 2023). From this description, it can be concluded that individual tasks and group tasks are two great potentials of Indonesian language textbooks in stimulating learning activities of grade 8 students. Learning activity is an individual activity that can bring changes towards the better in the individual because of the interaction between individuals and individuals and individuals with the environment. Besides being related to learning activities, textbooks have a role as a component in supporting which can be used as a guide to the learning process (Gustiar et al., 2023; Satria et al., 2023). Therefore, research on how to maximise the use of textbooks to improve learning outcomes in grade 8 is very important to do.

The potential of Indonesian language textbooks in stimulating students' learning activities is important to explore. Stimulation is an activity to stimulate children's basic abilities so that children develop optimally (Engin, 2020). Through the use of appropriate textbooks, students can be more active in developing language skills, understanding lesson concepts, and applying knowledge in real situations. However, not many studies have specifically examined the potential of Indonesian language textbooks in improving student learning activities. Teachers used the word swap *game* method to increase students' learning activities in learning Persuasive Speech Text in class 9H SMP Negeri 6 Wonogiri. The teacher chose this method with the belief that students love to play, which is expected to increase students' engagement and motivation in the learning process. However, there is no direct information about the potential of the textbook in stimulating students' activities. In addition, Indonesian textbooks can also encourage students to think critically and analyse texts more deeply. Textbooks containing reflective questions and higher-order thinking tasks can help students develop their critical thinking skills (Giantika et al., 2023). The questions force students to analyse and evaluate the texts they read, thus improving

their overall understanding. The use of Indonesian language textbooks has an influence on the interest and learning achievement of grade VIII students in junior high schools (Fathurohman & Legowo, 2023).

This research highlights that appropriately used textbooks can influence students' motivation in learning and improve their academic achievement. Textbooks have an important role in teaching and learning activities. However, the role is not only limited to the delivery of information, but can also stimulate student activity in the learning process. Textbooks can be used as an effective tool to stimulate student activity. Some of the ways textbooks can stimulate student activity include: (1) Presenting interesting material: A well-designed textbook will include materials that are interesting and relevant to students. This will trigger students' interest and curiosity to be actively involved in learning. (2) Encouraging reflection and discussion: Textbooks can include reflection questions, discussion exercises, or case studies that ask students to think critically and discuss with classmates. This will stimulate students to participate in discussions and share their thoughts. (3) Provide project-based tasks: Textbooks can present tasks that involve students in project activities, such as essay writing, presentation making, or independent research. This will encourage students to develop research, analysis and problem-solving skills. Through these strategies, textbooks can act not only as a source of information, but also as a tool that actively engages students in the learning process. Thus, textbooks can be an effective stimulus in increasing students' learning activities. The selection of textbooks that suit learning needs is very important. The needs in question include the suitability of the textbook to the students' level of thinking. The suitability between the textbook and the students' level of thinking will make the material contained in it easily digested by students so that learning objectives will be achieved. Indonesian language textbooks are developed based on the applicable curriculum (Huda et al., 2020).

The material compiled and developed refers to the core competencies and basic competencies determined by the curriculum. The goal is the achievement of national education goals. However, the material developed in each textbook does not always have the same weight. Textbooks should stimulate student learning activities. Therefore, the command sentences or learning stages in the textbook should be clear and precise. This research aims to identify Indonesian language textbooks in stimulating students' learning activities. By examining various relevant aspects, this research is expected to provide a deeper insight into the role of textbooks in increasing students' motivation, participation and learning achievement. Textbooks are one of the learning media. As a learning medium, textbooks are one of the tools that have an important role in the learning process. Textbooks play an important role for teachers. stated that textbooks play an important role for teachers, students, and the learning process. Textbooks for teachers are a source of information that can be used as learning guidelines. Textbooks for students are learning resources that can improve their abilities so that the learning objectives that have been set can be achieved. Textbooks for the learning process play a role in the selection and delivery of learning materials, help smooth the learning process, help smooth the classroom management process, make it easier for students to follow the description of learning materials, and can be used to train independent learning for students (Mayasari et al., 2023; Supriyadi, 2018; Wijaya et al., 2021). Therefore, the choice of language that shows learning activities must be clear. What students have to do needs to be explained in detail, for example forming groups, filling in worksheets, discussing, and reading out the results of group discussions. Thus, textbooks can be used by students independently.

2. METHODS

This study is qualitative research with an explanatory model that aims to explain the use of language in Indonesian language textbooks for class VIII junior high school that can stimulate student activity. The selection of textbooks is based on the criteria of popularity, content diversity, and availability. The subject of this research is Indonesian textbooks for class VIII junior high school. In contrast, the object of study is verbal units in the textbook in the form of work orders that have the potential to stimulate student activity. Data collection was conducted through various methods, namely intensive reading of textbooks to identify verbal units, observation of students' interaction with textbooks during learning, interviews with teachers and students, and document analysis. The instruments used included interview and observation guidelines. Observation aims to directly observe how much the textbook motivates students to participate actively in learning activities. In contrast, interviews aim to gain an in-depth understanding of the use of the textbook and its influence on students' learning activities. Document analysis involved a review of the textbook's content, including the material's organization, the use of case examples, interactive activities, and practice questions. Data obtained from observations, interviews, and document analysis were analyzed using the spiral model data analysis technique. This analysis process involves several stages, namely (1) identifying language units in the textbook that can stimulate student activity, (2) grouping the identified data according to their type and category, such as command words, (3)

mapping the correlation between groups of language units, (4) interpreting the results of correlation between groups of language units, and (5) drawing conclusions. This spiral model allows the researcher to continuously and deeply identify emerging patterns and findings. With this approach, the research is expected to provide a comprehensive picture of the role of Indonesian language textbooks in stimulating students' learning activities and provide deeper insights into how textbooks can increase students' motivation and participation in the learning process.

3. RESULT AND DISCUSSION

Results

Textbooks contain learning values as teaching guidelines for both teachers and students. Textbooks are divided into two parts, namely textbooks for teachers and for students. Textbooks for students contain the main points of knowledge taught to students, while textbooks for teachers contain the expected target outcomes of the lesson. Along with the development of technology and the flow of information, textbooks have also changed, namely the existence of electronic textbooks. The use of electronic textbooks is considered more favourable due to their high level of flexibility. Electronic textbooks can be accessed anywhere and anytime through various devices. The presentation of the results regarding the potential of Indonesian textbooks in stimulating grade 8 students' learning activities will focus on two aspects, namely individual tasks and group presentations. The first part will analyse how the use of Indonesian language textbooks can affect individual student learning activities. This can be seen from every activity carried out by students in the learning process. Appropriate and quality textbooks have the potential to provide clear guidance, relevant material, and diverse exercises. In the context of individual tasks, textbooks can encourage students to be actively involved in learning, improve concept understanding, and train critical thinking skills. In addition, textbooks can also present interesting visual and audio stimuli, which can increase students' interest in learning Indonesian. The use of these stimuli will foster students' interest in the learning material presented in the textbook.

The second part will discuss the use of Indonesian textbooks in the context of group presentations. Textbooks that provide diverse and interesting reading materials can be a valuable reference source for students when they are organising group presentations. Through reading and analysing various texts in the book, students can develop their presentation skills, improve their understanding of Indonesian, and broaden their horizons. Group presentations conducted by students become one activity that can improve their communication skills. Presentation activities are not only related to what is presented, but also related to how they present the learning material which is closely related to communication skills. In addition, the use of textbooks in group presentations can also encourage collaboration between students, improve co-operation skills, and enrich discussions within the group. Through the discussion of individual tasks and group presentations, the potential of Indonesian language textbooks in improving learning activities of grade 8 students will be revealed. The learning process that emphasises student learning activities will make the results obtained by students more meaningful and equip students with meaningful experiences. Textbooks are not only a source of material, but also a tool that can motivate students, expand their knowledge, and stimulate active involvement in the learning process. This research found that individual assignments in Indonesian language textbooks for class VIII students are essential in stimulating student learning activities. Tasks such as analyzing poetry or short stories, creating summaries of specific readings, and presenting the results of group discussions in writing or orally allow students to develop independent abilities in searching for information and producing their work. In the context of grade 8, Indonesian language textbooks can also increase students' interest in reading and writing. Textbooks that present interesting stories and literary texts can motivate students to carry out reading and writing activities, thereby increasing their motivation in learning. Textbook content that is interesting and relevant to students' experiences can activate their interest in education, increasing student participation and involvement in learning. By increasing interest in learning, students can more easily focus on the material presented by the teacher. Furthermore, good textbooks can improve students' language skills, critical thinking and literacy. However, the teacher's role in supporting and facilitating the use of textbooks is vital to achieve maximum results. Research also shows that the effective use of textbooks can improve student learning outcomes if done appropriately and effectively, which will indirectly improve the quality of education in educational units. An example of an individual task is presented in [Figure 1](#).

Based on the research results, individual assignments in Indonesian language textbooks for class VIII students have great potential to stimulate student learning activities. These tasks encourage students to be more active and independent in learning, increasing their motivation and interest in the lesson. In addition, individual assignments also provide opportunities for students to develop independent skills,

such as problem-solving, analysis, information synthesis, and critical thinking. When students are given individual assignments, they are faced with personal responsibility for completing them, which encourages them to be more active and personally involved in the learning process. Student activity is related to their sensitivity to the learning environment and their enthusiasm for participating in learning, including completing individual assignments in textbooks. Students can develop time management skills, take initiative, and manage their own time through individual assignments. Individual assignments also allow students to explore their interests and talents. When students can choose a topic or approach to completing an assignment, they can choose something that genuinely interests them, arousing their intrinsic motivation and curiosity.

Tugas Individu

1. Carilah lima contoh bagian teks eksposisi dari buku pelajaran agama, IPA, IPS, kesenian, atau yang lainnya!
2. Tuliskan cuplikan dari sumber-sumber tersebut!
3. Sajikanlah seperti dalam format berikut!

Buku Sumber		Cuplikan Teks	Gagasan Umum
Judul	Halaman		

Figure 1. Individual Tasks in Class VIII Indonesian Textbooks

In addition, individual assignments allow students to take full responsibility for their work, giving them confidence and pride when completing an assignment. These positive results can trigger participation and involvement in learning in the future. Overall, individual assignments can be a powerful tool for stimulating student activity in learning. By giving students personal responsibility, individual assignments encourage them to engage actively, develop independent skills, motivate personal interests, and take responsibility for their work. Students' active participation not only leads to cognitive development but also emotional and social development. Thus, individual assignments can enrich students' learning experiences and increase their participation in the learning process. This research focuses on the results of implementing group presentations in class 8 students' learning using Indonesian language textbooks. The research results show that group presentation activities can stimulate student learning activities. Group presentations can improve student learning outcomes if done correctly through the STAD-based cooperative learning model, significantly improving student learning outcomes. The Indonesian language textbook for grade 8 has several examples of group presentation tasks, such as presenting reviews of folk tales or legends, comparing two novels or their film adaptations, and holding debates on contemporary social issues. This activity not only bridges interaction between students but also provides an opportunity for each individual to express their ideas more widely. Using written media such as textbooks has proven to be very effective in improving students' presentation skills. Teachers can use textbooks as learning media in the classroom to support this process. The following is a form of group assignment presented in Figure 2.

Kegiatan 1.8

A. 1. Bacalah sebuah berita dengan cermat!

2. Jelaskanlah arti penting atau manfaat yang kamu peroleh dengan membaca berita tersebut bersama kelompokmu!

3. Presentasikanlah hasil pekerjaan kelompokmu di depan kelompok lainnya!

4. Mintalah kelompok lain untuk memberikan tanggapan-tanggapan berdasarkan aspek-aspek berikut :

a. kelogisan pendapat yang kamu kemukakan; dan

b. kejelasan dalam penyampaian.

Kelompok	Tanggapan	
	Kelogisan	Kejelasan
1) ...		
2) ...		
3) ...		
dst.		

Figure 2. Group Assignment in Indonesian Textbook Grade VIII

Group presentation activities support the mastery of 21st-century skills, especially communication. Students' proactive attitude to solving problems can improve learning outcomes in their groups. Presentation assignments that require two-way communication can significantly stimulate student activity. When students are assigned to deliver a presentation, they must actively prepare, research, and organize the material they will present. This process requires in-depth analysis, searching for relevant information, and critical thinking to build a strong argument. During presentation preparation, students organize their material in a structured and logical manner. They should select relevant information, identify the main points, and summarize it to make it easy for the audience to understand. This process involves deeper processing and understanding of the material, which can increase student engagement in the learning process. Additionally, presentation assignments encourage students to hone their communication skills. Students must convey material clearly and in a structured way to an audience, which requires creative thinking in choosing words, attractive visuals, and the appropriate organization of sound and movement. They also learn to overcome stage anxiety and adapt to feedback given by the audience, improving their communication skills. Group presentations also allow students to develop self-confidence. Students who appear in front of the class feel responsible and proud of their successful presentation. Direct involvement in presentations in front of the class has a significant impact on the growth of their self-confidence. This encourages students to be more actively involved in the learning process and increases their confidence in expressing opinions or ideas in front of others. The presentation process also provides opportunities for students to learn from each other, stimulating critical thinking and collaborative learning, ultimately increasing their activity and involvement in the learning process. Overall, presentation assignments can be an effective tool for stimulating student activity in learning. Through structured preparation, development of communication skills, increased self-confidence, and collaborative learning, students are more actively engaged in learning and increase their participation in the process. Presentation assignments also allow students to hone essential skills that will be useful in their lives outside the school environment. Collaboration in group assignments or collaborative projects can foster a sense of togetherness to complete specific tasks in the group. The presentation of this research confirms that group presentations have a positive impact on improving the learning activities of grade 8 students, both in terms of understanding the material, communication skills, and student confidence.

Discussion

Thus, Indonesian language textbooks have great potential in stimulating grade 8 students' learning activities. The use of good textbooks can improve students' language, critical thinking and literacy skills. However, keep in mind that the role of teachers in supporting and facilitating the use of textbooks is also very important to achieve maximum results. Furthermore, research on the effectiveness of textbook use on student learning outcomes provides an understanding that the use of textbooks can improve student learning outcomes if done appropriately and effectively. The use of textbooks that affect student learning outcomes will also indirectly improve the quality of education in education units (Murtado et al., 2023; Sari et al., 2023). This study focuses on the use of Indonesian language textbooks in improving group presentation skills of grade 8 students in junior high school. The results showed that well-constructed textbooks can provide clear guidance and relevant reference materials to improve the quality of student presentations. The benefits that can be taken from the use of textbooks are inseparable from every student activity that uses textbooks. Through textbooks, it is possible that the student learning process will be directed as one of the objectives of the textbook is to provide clear guidance in improving student learning outcomes. Through textbooks students are able to communicate the content contained in the book through presentation (verbal) or in writing (Madinah et al., 2024; Putri et al., 2019). Textbooks that provide examples of effective presentations and speaking techniques can assist students in developing their speaking skills in the context of group presentations (Komariah & Halimah, 2022; Prastowo, 2022).

This relates to the use of Indonesian language textbooks that are intended to improve students' speaking skills through group presentations in the classroom. Based on these findings, it can be concluded that Indonesian language textbooks have the potential to stimulate Grade 8 students' learning activities in the context of group presentations. The use of appropriate textbooks can improve students' participation, understanding and presentation skills in the learning process. Indonesian language textbooks have several significant advantages in stimulating student learning activities. This is in line with research that reveals that appropriate and quality textbooks can provide clear guidance, relevant material, and varied exercises, all of which can increase student engagement in learning. Apart from that, it should be noted that textbooks that present interesting visual and audio stimuli can foster students' interest in the learning material (Magdalena et al., 2021; Zega & Bawamenewi, 2023). The use of textbooks has indeed

experienced significant changes, especially with the emergence of electronic books, which increase the flexibility of use (Asri, 2017; Purnanto et al., 2020). This is supported by research showing the advantages of electronic textbooks in terms of accessibility. The presence of individual assignments in textbooks can encourage students to be more independent and active in learning (Mahendra, 2019; Prastowo, 2022; Syah & Pertiwi, 2024). Textbooks presenting interesting stories and literary texts can motivate students to conduct reading and writing activities, improving their literacy skills. With relevant and exciting content, textbooks can activate students' interest in learning, increasing participation and involvement in learning (Riska & Syukur, 2023; Samoiri & Tapilaha, 2023).

In the context of group presentations, research shows that textbooks can be an effective tool for improving students' presentation skills. As stated by other researchers, group presentations can improve student learning outcomes if done correctly. Textbooks that provide examples of effective presentations and speaking techniques can help students develop their speaking skills in the context of group presentations (Madinah et al., 2024). In the context of group presentations, another researcher revealed that revealed that group presentation activities can improve student learning outcomes if carried out appropriately. Using written media such as textbooks effectively improves students' presentation skills (Fauziah et al., 2021; Yanti et al., 2019). This shows that textbooks function not only as a material source but also as a tool to help students develop presentation and communication skills. Through structured preparation and developing communication skills, students can increase their engagement in learning and build self-confidence. Overall, individual assignments and group presentations in Indonesian textbooks have great potential to stimulate student learning activities. Using textbooks can improve students' language skills, critical thinking, and literacy and support the development of communication and collaboration skills. However, the teacher's role in supporting and facilitating the use of textbooks remains crucial to achieving optimal results (Putri et al., 2019). However, this research has limitations, namely the lack of direct interaction between students and textbook content, which can reduce students' opportunities to get direct feedback from the teacher. To overcome these limitations, teachers can utilize technology and additional resources such as learning videos and interactive learning platforms. This research implies that Indonesian language textbooks are essential in increasing student learning activities. Textbooks can effectively develop students' language, critical thinking, and literacy skills with well-structured individual assignments and group presentations. Teachers need to support and facilitate the use of textbooks in order to achieve maximum results in learning. In addition, using appropriate and innovative textbooks can increase student motivation and participation in learning, ultimately improving the overall quality of education.

4. CONCLUSION

Individual assignments are an effective way to stimulate student activity in learning. By giving students personal responsibility, individual assignments encourage them to actively engage, develop independent skills, motivate personal interests and take responsibility for their own work. Individual assignments also allow students to develop time management skills and explore their own interests and talents. Group presentation tasks can also stimulate student activity. Through structured preparation, communication skill development, confidence building and collaborative learning, students are actively engaged in learning and increase their participation in the learning process. The presentation task also provides an opportunity for students to hone important skills that will be useful in their lives beyond the school environment. In addition, in the context of learning news texts, the use of news texts can help students improve their writing skills, analysis skills, and reading and comprehension skills. Overall, both individual tasks and group presentation tasks have great potential to stimulate students' activities in learning. Both provide opportunities for students to be actively involved, develop important skills, and increase their participation in the learning process.

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