

# **Elementary School Teachers' Perceptions of Indonesian Elementary School Textbooks: A Case Study**

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*Teaching materials are one of the important tools in the learning process. But unfortunately, there are still many teachers who misunderstand about teaching materials, especially Indonesian. This research aimed to analyze the need for teaching materials based on the teacher's perception in the context of communication, reasoning, and reading interest. This research used a mixed research method. Data were collected through a questionnaire form given to 211 teachers and interview results to 20 teachers. Then the data were analyzed using a data triangulation approach. The results of this research indicated that the need for teaching materials for elementary school students to solve reading difficulties includes grammar, material, and an attractive appearance, making it easier for teachers to convey the material.*

*Keywords: textbooks, Indonesian Language, teacher's perspective, elementary school, mixed methods*

## **INTRODUCTION**

The progress of the world of education can be seen in the development of teaching materials by practitioners and educators. They are judging from the empirical facts that there are principles and procedures for implementation, design, and evaluation in developing teaching materials (Sharifah & Hamdu, 2021). Meanwhile, practitioner activities refer to existing teaching materials, learning processes, and students in language learning. These aspects should be used as a basis for developing teaching materials. Reinders et al. revealed that the development of teaching materials is a combination of fields of study and practical endeavors (Reinders et al., 2017). This means that the field of study studies the principles and

procedures of designing, implementing, and evaluating language teaching materials. At the same time, an effort involves the production, evaluation, and adaptation of teaching materials by teachers for their classes (Hung & Loh, 2021). This means that the development of teaching materials is carried out according to learning needs.

Teachers are users of teaching materials and are expected to convey the learning process to students (Tennent, 2021), one of them can develop students' reading comprehension skills. Reading ability is a cognitive ability that a person can use when interacting with written texts. Reading comprehension ability is included in the receptive ability. Based on this, reading and viewing are students' abilities to understand, interpret, interpret, and reflect on texts according to their goals and interests to develop their attitudes, knowledge, skills, and potential. (Smith et al., 2021). Viewing is the ability of students to understand, interpret, interpret, and reflect on printed, visual, and audiovisual presentations according to their goals and interests to develop their attitudes, knowledge, skills, and potential. The components that can be developed in reading and viewing include sensitivity to phonemes, letters, sign systems, vocabulary, language structure (grammar), meaning, and metacognition (Wawire & Zuilkowski, 2021).

Reading comprehension is not a skill that is obtained easily, this skill requires a sequential process which is still considered difficult to teach to students (Smith et al., 2021). Understanding is a concrete learning process that is not built partially but integrated. Furthermore, according to Kim et al., "reading is mandatory if success is to be attained," meaning that reading is an obligation if you want to be successful (Kim et al., 2021). . So reading comprehension is a person's competence in understanding reading through written texts so that they can express understanding based on what has been read and understand.

Several aspects can improve reading comprehension skills based on previous research, such as Anderson's research which shows that the frequency of shared book reading (SBR) that is done at home from an early age shows the level of success in student understanding such as behavioral concepts, narrative comprehension and reading interest (Anderson et al., 2019). In addition, according to the research of Joseph et al., the frequency of shared book reading (SBR) done at home from an early age shows the level of success in student understanding, such as behavioral concepts, narrative comprehension, and reading interest. (Joseph et al., 2021). Furthermore, digital games can also be used in students' understanding abilities (Cavallaro & Sembiente, 2021). It can be concluded that reading comprehension can be taught through various interesting media and can be taught from the start as the acquisition of basic understanding. The importance of reading comprehension skills is a complex cognitive process carried out by the reader through interaction in the reading text so that the reader understands the meaning of the text that has been read. (Kotzer et al., 2021).

Difficulty understanding reading texts, arranging words into sentences, making reports, paying less attention to punctuation marks, and having difficulty focusing on reading. There are some difficulties in reading comprehension that students face so far. The Ministry of Education and Culture establishes a Minimum Competency Assessment (AKM) with two essential competencies measured: reading literacy and mathematical literacy (Kemdikbud, 2020). Based on the results of PISA, the reading score in Indonesia is ranked 72 out of a total of 77 countries (Programmer for International Student, 2018). This shows that problems related to students' reading comprehension are a big problem because reading comprehension is crucial, meaning it impacts other aspects of learning.

Teaching materials play an essential role in solving students' problems with reading comprehension difficulties. Golding & Verrier (2021) states that the role of teaching materials is to present written and spoken material, promote interaction, serve as a vocabulary and grammar reference, act as a resource for classroom activities and offer access to work or independent study. Is appropriate or not, the analysis of the teaching materials used can be through a study of content, material structure, and appearance. The solution to the existing problems is to make teaching materials according to existing needs. The efforts of the solution of teaching materials that are integrated with the learning approach can make it easier for teachers to solve problems related to reading comprehension. This is evidenced by research by Usman et al., where teaching materials with a learning approach can improve students' reading skills (Herlina Usman, Arifin Maksum, 2020). Then Junyent & Fernández-Flecha's research also showed an increase in reading comprehension skills by facilitating appropriate teaching materials (Junyent & Fernández-Flecha, 2022).

Based on the explanation above, researchers are interested in conducting a needs analysis study on language teaching materials in elementary schools. The purpose of this study was to explore the perceptions and experiences of teachers in teaching language to students and the scope of teaching materials needed to help teachers teach students' reading skills in language subjects. This study shows differences from previous studies; the research subjects are elementary school teachers, and the research method used is descriptive qualitative with a sample in the Jakarta area, which will be different economically and emotionally from previous studies. This research is important because it will be a preliminary study for further development research.

## METHODS

### Research Model

This research used a mixed method. Mixed methods research is an approach to investigating behavioral, social, and health-related problems by collecting and analyzing rigorous quantitative and qualitative data in response to research questions and integrating or “mixing” the two forms of data in a particular research design to produce a new and more complete insight or understanding than what might be obtained from quantitative or qualitative data alone (Creswell & Creswell, 2022).

### Participants

The sample in this study was 211 respondents consisting of 211 teachers for the first stage of research and 15 teachers for the second stage of research. The participants were chosen by purposive sampling method. Purposive sampling is a sampling technique that assesses the sample among the selected population (Zulela et al., 2022). The demographics of the sample are shown in table 1.

**TABLE 1**  
**DEMOGRAPHIC INFORMATION OF PARTICIPANTS**

Information		Quantity
Gender	Male	83
	Female	131
Teaching Duration	Less than 5 years	100
	More than 5 years	111
Graduate	Elementary School Teacher Education	178
	Non- Elementary School Teacher Education	33

### Data Collection Tools

The data were collected using a questionnaire form and interviews. The questionnaire collects data by asking a list of written questions (Braun et al., 2021; Iasha et al., 2020). The interview is a data collection technique through an oral question-and-answer process in one direction (Barrett & Twycross, 2018; Sumilat et al., 2022).

### Data Collection Process

The research was conducted in two stages: the first stage research by giving questionnaires to 211 teachers, and the second stage of research was conducted through semi-structured interviews with 20 teachers selected from a questionnaire sample. The selection of the interview sample was obtained through the classification of the evaluation of the questionnaire answers and the choice of various responses to help understand the answers expressed by the questionnaire analysis.

## Data Analysis

The data result was analyzed using the Miles and Huberman data triangulation model. Activities in data analysis include data reduction, data presentation, data drawing conclusions, and verification (Miles et al., 2018). Miles and Huberman's Interactive Data Analysis Model is shown in Figure 1.

**FIGURE 1**  
**DATA ANALYSIS MODEL MILES AND HUBERMAN**



## RESULTS AND DISCUSSIONS

### The Results of The Questionnaire Form Analysis

In this first stage of research, a survey was conducted by distributing questionnaires to teachers throughout Indonesia. In this survey, participants were asked to answer 12 questions representing 4 of the researcher's questions. The survey sample in this study consisted of 211 teachers.

#### *Teaching Materials Commonly Used in Language Learning*

The topic of the first questionnaire discusses the teaching materials that teachers usually use in language learning. The percentage of the results of the questionnaire to 211 teachers is shown in Figure 2.

**FIGURE 2**  
**THE RESULTS OF THE QUESTIONNAIRE ABOUT THE TEACHER'S PERCEPTION OF TEACHING MATERIALS IN LANGUAGE LEARNING**

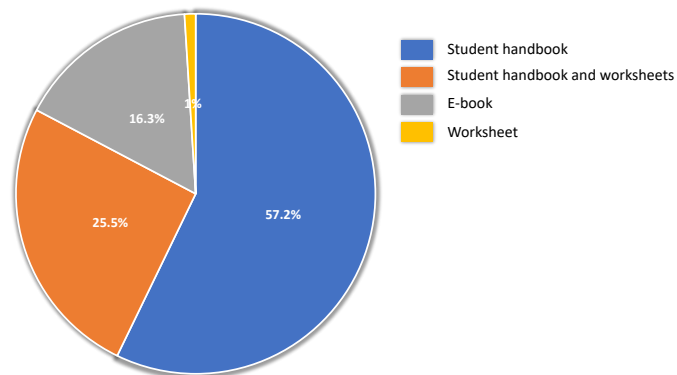


Figure 2 shows that the largest percentage of teaching materials used by teachers in learning language comprehension are student textbooks, with a percentage of 57.2%, followed by student handbooks and student worksheets, with a percentage of 25.5%. Until now, student textbooks cannot be replaced even though many learning media have been developed (Asrial et al., 2019; Delgado et al., 2018). In addition,

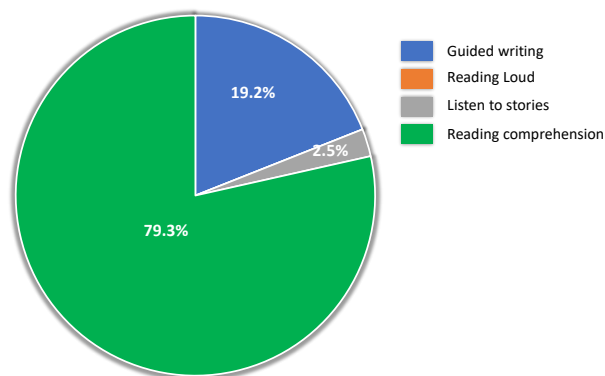
one of the factors that cause textbooks to be widely used as learning resources for students is the book's complete contents. Each textbook chapter contains a concept map, introduction, part of student activities, experimental and non-experimental or discussion, practice questions, summaries, evaluations, and assignments for students (Lucy et al., 2020; Zulela et al., 2022).

On the other hand, only 1% of teachers answered that worksheet was commonly used in language learning. There are fewer LKS users than other teaching materials in language learning because LKS only contains sheets that are used as guidelines in learning and contain tasks that must be done by students (Fajriah & Suryaningsih, 2020; Iasha et al., 2019). However, using student workbooks also benefits student learning because it can be a source of learning in addition to teacher explanations (Subhan et al., 2018; Utami et al., 2020).

#### *The Classification of Language Material That Is Difficult for Students to Understand*

The topic of the second questionnaire discusses the classification of language material that is difficult for students to understand. The percentage of the questionnaire to 211 teachers is shown in Figure 3.

**FIGURE 3**  
**THE RESULTS OF THE QUESTIONNAIRE ON THE TEACHER'S PERCEPTION OF THE CLASSIFICATION OF LANGUAGE MATERIALS THAT ARE DIFFICULT FOR STUDENTS TO UNDERSTAND**



The questionnaire results shown in Figure 3 show that "reading comprehension" is the teacher's choice of the most difficult material to teach students, reaching 79.3%. Then continued with the material "guided writing" and "listen to stories" with 19.2% and 2.5% percentages. This is in line with Torppa's research which states that reading comprehension is indeed the most difficult level in learning a language (Torppa et al., 2020). Difficulties in reading comprehension can stem from many factors either directly affecting language comprehension or other than word reading skills such as vocabulary, inference, background knowledge, monitoring comprehension, and knowledge of text structure also affect students' reading comprehension (Cho, Capin, et al., 2019; Oakhill et al., 2019).

On the other hand, none of the teachers chose reading aloud as difficult material in language learning. On the other hand, none of the teachers chose reading aloud as difficult material in language learning. This is because reading aloud is a simple activity where someone sets aside a little time to read stories to children regularly and continuously, which has the impact of making children accustomed to listening, wanting to read, and finally being able to read (Acosta-Tello, 2019; Ledger & Merga, 2018).

#### *Language Teaching Material Activities That Can Support Students' Reading Comprehension*

The topic of the third questionnaire is a discussion related to the teacher's perception of language teaching material activities that can support students' reading comprehension. The percentage of the questionnaire to 211 teachers is shown in table 2.

**TABLE 2**  
**THE RESULTS OF A QUESTIONNAIRE ABOUT TEACHERS' PERCEPTIONS OF**  
**LANGUAGE TEACHING MATERIAL ACTIVITIES THAT CAN SUPPORT**  
**STUDENTS' READING COMPREHENSION**

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Latest material can improve reading comprehension	13.74%	17.54%	26.07%	42.65%
2	The appearance of an attractive book can increase students' concentration in reading	3.32%	1.90%	7.11%	87.67%
3	The addition of new vocabulary can stimulate students to make the right sentences	6.16%	8.53%	16.59%	52.13%
4	The use of audio-visual media can foster reading comprehension	0%	2.35%	12.80%	84.83%
5	Lack of vocabulary makes it difficult for students to make discourses	7.11%	5.21%	18.96%	68.72%

Table 2 shows the results of several questionnaire questions related to the content of language teaching materials that can support students' reading comprehension, namely the latest material, attractive appearance, new vocabulary, and audio-visual media. 68.72% of teachers chose "agree" and "strongly agree" that the latest material can improve reading comprehension. This is in accordance with the research from Kung, where the material in teaching materials affects students' reading comprehension (Febriyanti et al., 2022; Kung, 2019). In addition to the latest material, the appearance of good teaching materials also affects students' understanding. This can be shown in the results of filling out the questionnaire where 94.78% of teachers agree with the statement. The display of teaching materials can attract the attention of students so that the concentration of students is higher than the usual display (Nation & Waring, 2019; Sumantri et al., 2022).

Then the use of audio-visual can foster reading comprehension. as many as 97.63% of teachers agree that the use of audio-visual media can foster reading comprehension. Using audio-visual media can increase students' interest in reading so as to improve students reading skills (Rachmadtullah et al., 2020; Ruck, 2022). Vocabulary is one of the factors in reading comprehension. With a large number of vocabulary owned by students, students' reading comprehension is getting better (Lee & Chen, 2019). This is in accordance with the results of the distributed questionnaires where as many as 87.68% of teachers agree that vocabulary is important in reading comprehension.

*The Need for Teaching Materials That Are Integrated With a Learning Approach to Support Students Reading Comprehension*

The fourth topic of the questionnaire discusses the types of teaching materials that are integrated with learning approaches to support students' reading comprehension. The questionnaires percentage to 211 teachers is shown in Figure 4.

**FIGURE 4**  
**THE RESULTS OF THE TEACHER'S PERCEPTION QUESTIONNAIRE ABOUT TEACHING MATERIALS THAT ARE INTEGRATED WITH A LEARNING APPROACH TO SUPPORT STUDENTS READING COMPREHENSION**

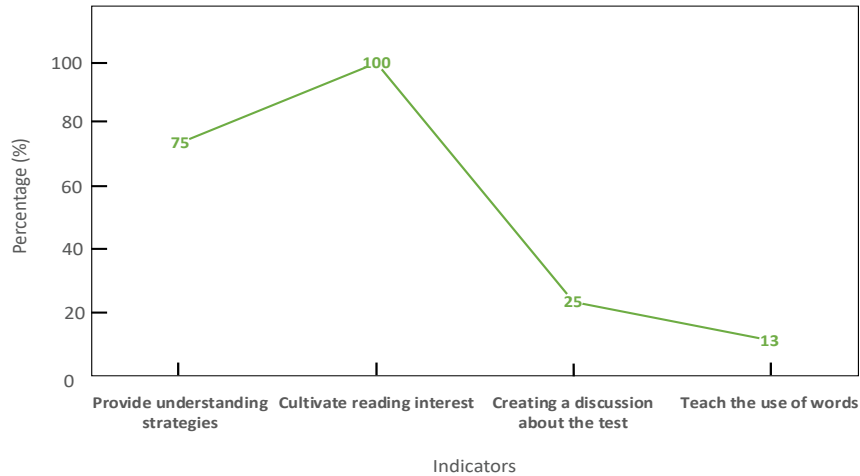
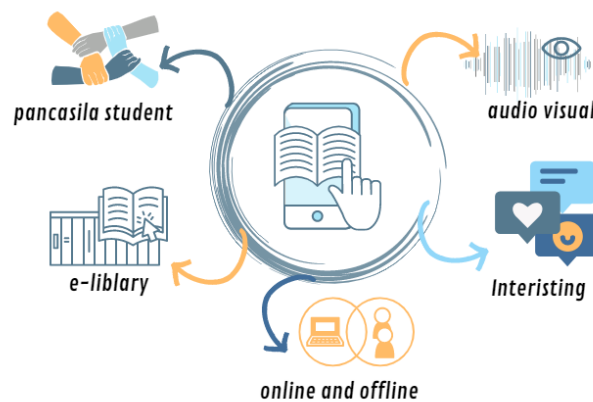


Figure 4 shows that the type of approach to teaching materials needed to support students' reading comprehension is teaching materials that foster students' reading interests and can provide appropriate learning strategies. This is because teaching materials that use an approach to growing interest in reading can provide comfort for students to read so that reading comprehension increases (Cho, Toste, et al., 2019). In addition, the right learning strategy maximizes the learning process, and student's abilities can be more optimal (Elleman & Oslund, 2019).

**The Results of the Interview Analysis**

In the second phase of research, researchers conducted interviews with 20 teachers. Interviews were conducted online using the Zoom Meeting platform. The results of the interviews are used as supporting data for the required data. The results showed that five main themes must be developed in teaching materials: audio-visual display, Pancasila students' attitudes, integration with reading media, and interesting audio-visually, which can be used offline and online.

**FIGURE 5**  
**THE FIVE MAIN THEMES MUST BE DEVELOPED IN TEACHING MATERIALS**



The interviews with 15 elementary school teachers were based on random sampling. Table 3 to 6 shows the respondent answers to each interview question.

**TABLE 3**  
**THE ANSWERS FROM RESPONDENTS IN THE MATERIAL NEEDED AT THIS TIME**

Questions	Respondents' Answer
What materials are needed at this time?	<p><b>Respondent 1:</b> " Currently, students are required to be good at literacy, it would be nice if teaching materials could be a means of student literacy."</p> <p><b>Respondent 6:</b> "It is necessary to present interesting readings, such as e-libraries, so that we do not have to bother looking for other readings differently"</p>

From the results of respondents' answers shown in table 3, it can be seen that it is necessary to present interesting reading based online. In addition, an attractive display of online-based reading materials is also needed in order to increase students' motivation to read so that students' reading comprehension increases. This is in accordance with the research conducted by Kaban et.al. where he compares online and paper students' Reading Comprehension and Motivation. The results showed that the use of screen reading by students has the potential to increase students' reading motivation. However, no significant difference was observed in their reading comprehension level despite the use of different reading media in the control and experimental groups (Liman Kaban & Karadeniz, 2021).

Lim et al. in the study conducted a study of the effects of using interactive e-book reading vs. paper-based reading on students' reading comprehension. The results of this study also show similarities with the research of Kaban et.al. where the motivation of students' involvement with each reading media that can affect their text comprehension (Lim et al., 2021). In addition, Gutiérrez-Colón et.al. also reported the same thing in other studies. It can be seen that indeed a simple reading device such as an e-book can improve reading comprehension, but the instructor or teacher plays an important role when using the device so as to increase students' motivation in reading the e-book (Gutiérrez-Colón et al., 2020).

**TABLE 4**  
**THE ANSWERS FROM RESPONDENTS IN THE DISPLAY OF TEACHING MATERIALS NEEDED BY TEACHERS IN TEACHING MATERIALS**

Questions	Respondents' Answer
What kind of teaching materials do teachers need?	<p><b>Respondent 10:</b> "Some visual and audio media displays require an internet connection, it would be nice if this media could be used offline without an internet connection"</p> <p><b>Respondent 15:</b> "students are interested if I explain learning using audio-visual media such as video stories"</p>

From the results of the respondents' answers shown in table 4, it can be seen that the display of the teaching materials used can contain audio and visual learning media that can attract students' interest. This is in accordance with research from Olagbaju and Popola where they use audio-visual media in teaching materials. The results showed a significant difference in the treatment of students' interest and achievement in the reading comprehension (Mushtaq et al., 2021; Olagbaju & Popoola, 2020). Research conducted by Khorasani et.al. also reported that audiovisual media could improve students' reading comprehension ability (Khorasani & Mirhosseini Chahardeh, 2018; Supena et al., 2020).



**TABLE 5**  
**THE ANSWERS FROM RESPONDENTS IN THE SUPPORTING FACILITIES THAT IMPROVE STUDENTS' READING COMPREHENSION SKILLS**

Questions	Respondents' Answer
What supporting facilities should there be to improve students' reading comprehension skills?	<p><b>Respondent 15:</b> <i>"reading literacy promoted by the minister of education is not in line with existing reading book facilities, it would be nice if reading facilities such as story books, magazines and newspapers could be presented in teaching materials"</i></p> <p><b>Respondent 20:</b> <i>"so that the teacher knows that students are reading books, it's better if students are asked to make reading journals or present what they have read in front of the class so that understanding of what they read can be seen"</i></p>

From the interview results, it can be seen that several respondents are emerging arguments regarding supporting facilities that can improve students' reading comprehension skills, such as the existence of a library (Moreillon et al., 2020), reading journal writing (Graham et al., 2018; Toste et al., 2020), and communicating reading in front of the class (Aprilentina et al., 2020).

**TABLE 6**  
**THE ANSWERS FROM RESPONDENTS IN THE LEARNING MEDIA ATTRACT STUDENTS WHEN THE TEACHER EXPLAINS THE MATERIAL**

Questions	Respondents' Answer
What learning media attract students when the teacher explains the material?	<p><b>Respondent 1:</b> <i>"The books that appear today are only visualization, it would be better if there was an interesting learning video display, maybe it could be integrated with the current values of Pancasila students."</i></p> <p><b>Respondent 3:</b> <i>"filling out an evaluation involving gadget media makes students interested in answering the questions"</i></p> <p><b>Respondent7:</b> <i>"the use of visual reality makes students happier to take lessons"</i></p>

Based on the results of the interviews in table 6, it can be seen that the media displayed in the textbook must have visualization and audio to attract students' interest. Audio Visual is an interesting medium for students, by displaying this media, students can focus on the lesson so that students reading comprehension also increases. This is in line with research from Delgado et al., where the increased focus on students can affect students' reading comprehension skills (Delgado et al., 2018; Usman et al., 2019).

## CONCLUSION

Research related to analyzing the need for teaching materials based on teachers' perceptions of communication, reasoning, and reading interest has been successfully carried out. The results of this study provide an overview of the teacher's perspective on Indonesian language teaching materials that are currently used and provide an analysis of the needs of teaching materials according to the needs of teachers based on student characteristics and based on learning needs that are integrated with various aspects of the applicable curriculum. It is hoped that this research can provide an overview for developers of teaching materials to make teaching materials that are in accordance with the analysis of existing needs.

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