



# Greene and Petty's Criteria: The Quality of Grade II Students' Theme 4 Books

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## ARTICLE INFO

### Article history:

Received January 04, 2023

Revised January 05, 2023

Accepted March 10, 2023

Available online March 25, 2023

### Kata Kunci :

Analisis Kualitas, Buku Siswa, Sekolah Dasar, Greene dan Petty.

### Keywords:

Quality Analysis, Student Books, Elementary School, Greene and Petty.



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## ABSTRAK

*Buku pengetahuan yang baik dapat memudahkan siswa dalam memecahkan kasus-kasus lingkungan, tidak membawa pemikiran yang salah, dan dapat disajikan pada hukum-hukum ilmiah. Buku ini sangat bermanfaat bagi guru sebagai sumber belajar untuk meningkatkan hasil belajar siswa. Melalui evaluasi buku teks teori Greene dan Petty, penelitian ini bermaksud untuk mengevaluasi buku siswa kelas II kaliber 4 mata pelajaran Hidup Bersih dan Sehat di sekolah dasar. Peneliti menggunakan metodologi penelitian kualitatif dan pendekatan analisis penelitian kualitatif dalam penelitian ini. Menurut Greene dan Petty, penelitian tersebut menggunakan sepuluh kriteria buku berkualitas tinggi. Sumber data yang digunakan adalah buku siswa kelas II tema 4 kurikulum 2013. Pengumpulan data selama penelitian ini menggunakan teknik dokumentasi dan observasi. Strategi yang digunakan dalam pekerjaan ini untuk analisis data model interaktif meliputi reduksi data, penyimpanan data, dan validasi data. Metode yang digunakan untuk mengumpulkan data adalah analisis lembar, yang terdiri dari seperangkat kriteria dan alat pengumpulan data. Berdasarkan hasil penelitian, buku siswa kelas II tema 4 kurikulum 2013 memperoleh skor 93,5% dengan kategori berkualitas tinggi.*

## ABSTRACT

A good knowledge book is a novel that can accommodate students in solving environmental cases, does not bring wrong thoughts, and can be presented to scientific laws. This book is very useful for teachers as a learning resource to improve student learning outcomes. Through the evaluation of Greene and Petty theory textbooks, this study intends to evaluate the caliber of grade II students' books on subject 4, Clean and Healthy Living, in primary schools. Researchers employed qualitative research methodologies and qualitative research analysis approaches in this study. According to Greene and Petty, the study used ten criteria for high-quality books. The data source used is the book of grade II student themes 4 of the 2013 curriculum. Data were collected during this study using documentation and observation techniques. The strategies used in this work for interactive model data analysis include data reduction, data storage, and data validation. The method used to collect data is sheet analysis, consisting of a set of data collection criteria and tools. Based on the study's results, grade II student books theme 4 of the 2013 curriculum scored 93,5% with high-quality categories.

## 1. INTRODUCTION

Currently, government programs that need serious attention are the education aspect. Education is a conscious effort to change one's behavior through training or teaching (Dekawati, 2020; Rahman et al., 2022). Education is put into practice in accordance with the kind and level of education as one of the actions that are conscious of the objective. Education is a practice done with the goal of enhancing a person's knowledge and skills as well as their whole being (Amelia et al., 2021; Yusuf et al., 2020). In education, there is a strong relationship between teaching and learning, often known as learning and teaching. The government has tried to build facilities, infrastructure, and all the components needed to implement education in Indonesia. The curriculum used in schools today is the Merdeka Curriculum. This new curriculum aims to transform Indonesian education into a generation of leaders. This independent curriculum has been implemented in several driving schools based on the results of previous selections (Aziz, 2011; Sopiensyah et al., 2022). The new curriculum is designed to be implemented in all schools according to the school's mission and objectives. As has been done by previous study independent

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curriculum implementation is divided into three stages (Suryana et al., 2022). Namely, the first stage is applied in class 1 and 4 levels of elementary school, grade 1 of junior high school level, and grade 1 of final high school level. The competency-based curriculum, often known as the 2013 curriculum, is an improvement over the 2004 and 2006 curricula (Dharma et al., 2018; Machali, 2014). The 2013 curriculum is still used for grades 2, 3, 5, and 6 of elementary school. The curriculum is designed as the soul of education to achieve the character of a good generation and an appropriate nation in educational goals. Learning facilities and resources are one of the variables that are stated to have effectively affected the implementation of the 2013 curriculum in terms of producing an engaged, productive, creative, and innovative generation (Mulyasa, 2014; Supriadi, 2015). Learning resources are all objects that students can use to provide learning experiences. Sources seeking knowledge include books, non-book media, references, and the environment. In this day and age, books still exist to be used by teachers and students to learn. Teachers can employ instructional resources to enhance student learning results (Gaitas & Alves Martins, 2017; Onas et al., 2022). The existence of digital learning media that is multiplying does not reduce the fact of the need for books. It is claimed that having this book on hand would make it simpler for pupils to comprehend the material. However, in some regions of the country, books are still minimal, and it is very concerning that students do not have sufficient learning resources. The presence of technology today is beneficial for achieving educational goals (Bagon et al., 2018; Priatmoko, 2018).

Student books and teacher's books are currently still used in carrying out learning in elementary schools. Books that contain instructions to make it easier for students to master competencies are called student books (Dewantara et al., 2022; Priatmoko et al., 2022). In the 2013 curriculum, the government published student books designed for each specific theme and packaged in several sub-themes in which one sub-theme contained six learning. Each book has seven lesson content: Indonesian, Mathematics, Natural Sciences, Social Sciences, Cultural Arts and Crafts, Pancasila and Civic Education, Sports, and Health Physical Education. A good knowledge book is a novel that can accommodate students in solving environmental cases, does not bring wrong thoughts, and can be presented to scientific laws (Mahayanti et al., 2017; Tusriyanto et al., 2019). For Greene and Petty in the novel state writing a reading novel that is thought to be of high quality must meet ten criteria (Tarigan & Tarigan, 2009). The ten criteria are: (1) attracting the attention of students, (2) reading novels can motivate students, (3) containing illustrations that can attract students' attention, (4) thinking about linguistic aspects that match the expertise of students, (5) closely related to other lessons, (6) possible to cause the kids who use it to act in a certain way, (7) The reading selections are organized with clear principles so that students may use them without hesitation, (8) have a distinct and solid point of view so that it ultimately becomes the consumers' point of view, (9) share the strengthening and emphasis of personality values to the participants, (10) the reading novel can master the comparison of individual students who take advantage of it.

Since the 2013 curriculum was implemented, student books have been widely used by students at the elementary school level. So far, based on literature research conducted by research, a study has been found that examines elementary school reading books based on specific theories. The findings of the study conducted on the viability of books for grade III elementary school pupils were rated in the "good" category for content compatibility, language presentation, and readability (Khoirunnisa et al., 2020). Other study regarding the feasibility analysis of elementary school assessment books, the results of the books have pretty good grade eligibility (Rahmawati & Rusdiyani, 2020). Then previous study regarding the feasibility study of grammar in grade I primary school reading books, obtained results that are quite feasible to use. 87.5 percent of the data (Purnanto & Mustadi, 2016). Other study found feasibility study of grade IV textbooks in primary schools fell inside the eligibility category (Syarifatunnujum, 2022). Regarding the study of the suitability of books for grade IV elementary school students with the 2013 curriculum, 99.16% of the results were obtained with very appropriate criteria (Puspito et al., 2022). The presentation above shows that several studies have been carried out to analyze the feasibility of grade III elementary school student books, elementary school assessment books, grade I elementary school reading books, elementary school grade IV textbooks, and grade IV elementary school student books. This shows that research needs to be followed up to analyze the quality of grade II student books, theme 4 of the 2013 curriculum. According to the evaluation standards of Greene and Petty theory textbooks, the purpose of this study is to analyze the caliber of the books written by grade II students on the topic of clean and healthy Living in primary schools.

## 2. METHOD

This kind of study uses a content analysis design and is qualitative. A grade II student book on topic four that was immediately published by the Ministry of Education and Culture served as the study's data source. Documentation and observational methods were employed in this study's data collection. The

paperwork in question is a report on information pertaining to the subject matter of the student's presentation, which is examined using a tool in the form of an analysis table. The paperwork in question is a report on information pertaining to the subject matter of the student's presentation, which is examined using a tool in the form of an analysis table. The observation in question is observing student books using a tool in the form of an assessment scale. The rating scale used uses a scale of 4 with a numerical rating scale type. The data validity test uses source triangulation which is carried out with diligence or accuracy to check the results of the data set obtained. Then it is explained whether it is correct. In this study, researchers applied the three steps of Miles & Huberman's interactive model data analysis (Rukin, 2019) consist of data reduction, data display, and conclusion or verification. The tool used to collect data is an analysis sheet in the form of a rubric of assessment criteria and scoring instruments.

The following steps are used by researchers to assess the data are 1.) Prepare research instruments that validators have validated. 2.) Preparing a grade II student book theme 4 Clean and Healthy Living curriculum 2013. 3.) Analyze the books of grade II students on theme 4 using research instruments. 4.) Presents data results on each subtheme based on Greene and Petty criteria. 5.) Calculate the percentage of book quality of each indicator using the formula. 6.) Calculates the average percentage obtained from each criterion. 7.) Determine the category of assessment of the quality of student books and review the results of data acquisition.

### 3. RESULT AND DISCUSSION

#### Result

The book being studied was the Ministry of Education and Culture's grade II student book, theme 4. The book will be analyzed for quality by reviewing Greene and Petty's ten assessment criteria. The results of such an analysis are presented in Table 1.

**Table 1.** Presentation of the Score of Each Criterion

No	Criterion	Number of Scores	Average
1	Interest learners.	286	96.6%
2	Motivate learners.	96	90.3%
3	Presenting illustrations that attract learners.	278	96.4%
4	Take into account linguistic aspects that follow the abilities of learners.	283	927%
5	Closely related to other lessons.	192	90.8%
6	Able to stimulate the activity of students.	192	96.5%
7	Avoiding concepts that are ambiguous for learners.	190	90.3%
8	Have a distinct and solid point of view so that the pupils adopt it.	96	95.3%
9	Emphasize the character value of learners.	192	90.8%
10	Respect the individual differences of learners.	96	95.5%
<b>Average Number</b>			<b>93.5%</b>

Table 1 shows that the quality of the book grade II students of theme 4 had an average percentage of the overall criteria analyzed of 93.5%, included in the category of highly qualified. The highest number of scores is the criteria for attracting students, with a total score of 286 and an average percentage of 96.6%. In contrast, the criteria for inspiring students have the fewest points, have a solid and clear point of view so that it becomes the point of view of students, and respects their unique differences, with 96 scores for each criterion and an average percentage of 95.3%. The lowest average rate of the requirements for presenting illustrations that attract students is 90.3%.

#### Discussion

##### *Attracting Learners*

Three indicators are considered to determine the book's quality from this criterion. First, the color indicators used match the theme and the age of the lower school children. After analyzing the needles, the results were obtained, including: in this indicator, 24 learnings have used the right and diverse color composition so that students are interested in learning. The colors used match the theme and are appropriate for the age of elementary school children. Almost all of my mother's pages are accompanied by supportive colors and colors used according to the age of elementary school children. They are divided into several types, namely primary colors, secondary colors, and tertiary colors. The

colors used in students' books use primary and secondary colors, resulting in various colors that can attract students' attention. Secondly, the book cover indicator has interesting images and characters. After analyzing the needles, the results were obtained: in this indicator, the cover image presented in the student's book follows the book's theme. It is equipped with a color that contrasts with the book's theme. Thirdly, the indicators of the material are presented according to the book's theme. Results from the analysis of these factors showed that, in this indication of 24 learnings, two learning materials are given in accordance with the article but are not yet suitable for use by students in their everyday lives. In subtheme two, there are two inappropriate learnings: learning 1 and 3.

From the analysis of the three markers, the quality of the novel and the criteria for attracting students' attention in the type is very high quality. This matter is in line or compatible with the research tried with the title "Feasibility Analysis of Lower School Evaluation Novel (Bupena)," where the feasibility in terms of content and graphics has fairly good grade feasibility (Rahmawati & Rusdiyani, 2020).

### ***Motivating Learners***

From this criterion, one indicator is taken into account to determine the book's quality. First, from the indicators of the material presented, it is easy for learners to understand. Research that has been carried out by previous study improve student learning outcomes in schools, teachers can use the technique of writing persuasive texts (Fatmawati et al., 2022). After analyzing these indicators, results were obtained, including: in this indicator, 24 learning have shown material that is easy for students to understand so that students are motivated to learn. Books that present reading texts can encourage students to read them (Noble et al., 2019; Rokhim et al., 2020). From the results of the marker analysis, the quality of the novel on the criteria of attracting students' attention in the type is very quality. This topic is consistent or related to the study conducted which analysis of the Relevance of Indonesian Teaching Materials in Grade III Student Novels in the First Semester of Improvement 2018 Lower School (Khoirunnisa et al., 2020). The result found the suitability of the presentation module and language is evaluated in an appropriate manner.

### ***Presenting illustrations that attract learners***

Three indicators are considered to determine the book's quality from this criterion. First, the present indicators are examples of activities students can participate in learning. After analyzing these indicators, results were obtained, including in this aspect in 24 learnings, four learnings only present 1-2 examples of activities that students can participate in. As has been done by previous study, with snakes and ladders, media can improve student learning outcomes (Widiana et al., 2019). This proves that learning using learning media will increase student learning outcomes. In sub-theme one, one education only offers two activities, namely learning 3. In sub-theme two, one learning only presents two activities, namely learning 1. In sub-theme three, one knowledge only offers one training, namely learning 4. In sub-theme four, one learning only presents one activity, namely, learning 2.

According to previous study in-class learning, the mind map method can increase creativity (Syahputri & Murdiono, 2022). Secondly, the indicators of the given figure attract the attention of learners. Books with pictures can attract students to study hard. After analyzing these indicators, results were obtained, including this indicator on 24 learnings that have presented various images that attract students' attention. Third, the hands of the given figure are accompanied by explanations according to the theme of the discussion. After analyzing the indicators, results were obtained, including: in this indicator, on 24 learnings, two learnings presented pictures but were not accompanied by explanations. In subtheme one, one knowledge gives images but is not accompanied by a description corresponding to the picture, namely learning 6. In sub-theme two, there is one learning that presents ideas but is not accompanied by an explanation that matches the concept, namely learning 3. From the analysis of the three markers, the quality of the novel on the criteria presents illustrations that attract students in a very high-quality type. This matter is in line or compatible with the research tried with the title "Analysis of Thematic Reading Novels Always Save Energy grade IV SD Curriculum 2013" (Syarifatunnujum, 2022). where the feasibility of graphing in thematic reading novels for grade 4 elementary schools in this aspect is listed in an excellent type.

### ***Consider linguistic aspects that follow the abilities of learners***

Three markers are looked at to recognize the novel's quality from this criterion. Initially, the vocabulary markers used clearly and fittingly fit the education theme. After analysis, the identification obtained results, among others, are: in this marker, in 24 educations, there is one education in which there are three errors in the use of inappropriate vocabulary. In subtheme one, there is one education where there is an error in using the wrong language in education 3. Second, the sentence markers used closely

bond the sentence and the paragraph. Currently, students have difficulties in terms of reading, so literacy in Indonesia really needs to be improved (Hutagalung & Purbani, 2021; Mahayanti et al., 2017). After analyzing the marker, the results were obtained, among others: in this marker in 24 education, the language used between sections has been coherent and solid to reflect a logical bond. Thirdly, the given discourse markers fit the theme of the novel. According to previous study one way to accelerate early linguistic development in children is to read books together (Noble et al., 2019). After trying the marker analysis, the results were obtained, among others: in this marker, on 24 education, one education presents one discourse that is out of sync with the theme. In subtheme three, one education that offers a lesson that does not match the article is education 4. From the analysis of the three markers, the quality of the novel on the criteria of thinking about linguistic aspects that match the expertise of the student participants in the type is of high quality. This issue is in line or compatible with the research tried with the title "Analysis of Language Feasibility in Novel Reading Theme 1 Grade I School Under Curriculum 2013" (Purnanto & Mustadi, 2016). Where language feasibility in novel reading theme 1 grade 1 elementary school in this case listed in suitable type.

### ***Closely related to other lessons***

Two indicators must be observed to determine the book's quality from this criterion. First, from the indicators of the discussion of the material, the whole of each learning. After analyzing these indicators, results were obtained, including: in this indicator, 24 understandings have presented a complete and complete discussion of the material in each learning. Second, the activity's steps are integrated into one theme from the needles. A quality book presents a variety of topics and actions by integrating four skills (Apriyani & Robiasih, 2019; Knauer et al., 2020). After analyzing these indicators, results were obtained, including: in this indicator, 24 learnings have presented integrated and integrated learning activity steps related to other lessons. From the analysis of the two markers, the quality of the novel on the criteria is closely related to other lessons in a very quality type. This matter is in line or compatible with the research entitled "Conformity Analysis of the 2013 Curriculum Lower School Thematic Novel" (Puspito et al., 2022). The core competencies and competencies under the class IV thematic novel theme seven have matched the 2013 curriculum.

### ***Able to stimulate the activity of students***

Two indicators must be observed to determine the book's quality from this criterion. First, the activities' hands support the achievement of learning objectives. Research that has been carried out in learning using mind mapping can give students creative thinking (Widiana & Jampel, 2016). Results from the analysis of these indicators included the following: For this indicator, 24 learnings have provided a variety of activities that students may engage in to help them accomplish their learning objectives. Living clean and sheet is good behavior for student discipline. Secondly, from the command indicators, the practice questions raised are easy to understand and follow the material provided. After analyzing these indicators, results were obtained, including: in this indicator, 24 learners have presented practice questions following the material accompanied by complete commands so that students can easily understand. From the analysis of the two markers, the quality of the novel on the criteria can trigger the activities of the student participants in a very high-quality type. This matter is in line or compatible with the research tried with the title "Novel Analysis: Is the Activity in the Novel of Grade IV Students of SD Curriculum 2013 Already Supports Science Education With a Scientific Approach?" (Limiansih, 2016). Where in the novel students use a scientific approach so that student participants participate actively throughout the education.

### ***Avoiding concepts that are ambiguous for learners***

Two indicators must be observed to determine the book's quality from this criterion. First, the language indicators used are simple and easy for students to understand. A primary and broad vocabulary is presented in high-quality publications, and no insensitive language directed at children is used (Pahendra et al., 2022; Susilawati, 2022). After analyzing these indicators, the results were obtained, including: in this indicator, in 24 learnings, there is one learning that uses language that is less simple and poorly understood by students and causes double meanings. In subtheme one, there is one learning in which language use is not appropriate, namely in learning 5. Secondly, the indicators of the material presented relate to learners' daily life. Results were found after examining these indicators, and one of the findings was that 24 learnings provided information related to children's daily lives at home, at school, and in the community. From the analysis of the two markers, the quality of the novel on the criteria of staying away from ambiguous concepts for students in the type is of high quality. This is in line with or following research conducted with the title "Misconceptions of Elementary School Teachers on the

Concept of Sound" (Dessty et al., 2020). Where the teacher experienced misconceptions with a result of 26.6%.

### ***Emphasizing the character value of learners***

Two indicators must be observed to determine the book's quality from this criterion. First, the indicators of each learning step present character value corresponding to the subtheme. After analyzing the needles, the results were obtained, including the indicators on 24 learnings presented character values that correspond to the subtheme. The characters shown are disciplinary, love environmental cleanliness, and love to read. According to previous study the ethics of elementary school students actually get used to respecting their elders (Tambak et al., 2021). Secondly, the indicators of character values are presented following the norms prevailing in society. After analyzing these indicators, results were obtained, including the hands-on 24 learnings that gave the material following applicable criteria. The book presents norms that apply in society, including religious standards, moral norms, and norms of decency. From the results of the marker analysis, the quality of the novel on the criteria emphasizes the personality value of the student participants in a very quality type. This issue is in line or compatible with the research with the title "HOTS Analysis, 4C, Literacy, and Personality Learning in the 2013 SD/MI Curriculum" (Malik, 2020). which in the novel package class V has improved aspects of learning religious personality. The results of the trial conducted found textbooks significantly influence student character development (Syabrina & Sulistyowati, 2021). This textbook is designed according to the characteristics of grade 2 elementary school students by adhering to the rules of writing systematically and interestingly by paying attention to aspects of learning objectives that will be achieved.

### ***Respecting learners' differences***

One indication is taken into account in order to determine the book's quality based on this criterion. First, the present indicators material that does not matter about students' social, religious, and culture. According to foster student diversity when learning is based on universal human values that are equitable and partial to aspects of equality. By participating in scouting activities, students are taught an attitude of togetherness and tolerance (Hakim et al., 2020; Kurniawan & Marzuki, 2022). After analyzing these indicators, results were obtained, including: in the hands-on 24 learnings have presented material with no problem about the social, religious, and cultural of students. The student book offers activities that foster student cooperation, good foster character, and encourages students to behave positively.

From the results of the marker analysis, the quality of the novel on the criteria of appreciating the comparison of students in the type is of high quality. This issue is in line or compatible with the research tried with the title "Planting Tolerance Behavior in Class V of SD N Siyono III, Player District, Gunungkidul Regency" (Soryani, 2015). In this research instills tolerance behavior by adjusting students through regular activities and providing examples of exemplary tolerance behavior to students. The implications of this study contribute to increasing understanding of the quality of theme 4 books for grade 2 students. It then provides an overview of how good the criteria used by Greene and Petty are in assessing textbooks. It can also be used as a reference for textbook developers in improving the quality of their books. And it can also be used as a reference for teachers and parents in choosing textbooks that are suitable for grade 2 students. The limitations of this research include that it was only conducted on theme 4 books for grade 2 students, so they cannot be generalized to other textbooks or to grade students who different. Qualitative analysis conducted by researchers may be susceptible to bias and subjective interpretation.

## **4. CONCLUSION**

The grade II students' book, which had the topic of "Clean and Healthy Living," belongs to a very high-quality category, according to the presentation and discussion of the results. The first criterion attracted students' interest with a rate of 96,6%. The second criterion motivates learners with a percentage of 90,3%. The third criterion presents illustrations that draw students with a ratio of 96,4%. The fourth criterion considers linguistic aspects that follow the abilities of students, with a percentage of 92,7%. The fifth criterion is closely related to other lessons obtaining a ratio of 90,8%. The sixth criterion can stimulate student activity with a percentage of 96,5%. The seventh criterion avoids ambiguous concepts for learners, with a rate of 90,3%. The eighth criterion has a clear and firm point of view so that it becomes the point of view of students with a percentage of 95,3%. The ninth criterion emphasizes the character value of learners with a rate of 90,8%. The tenth criterion values the individual differences of learners with a percentage of 95,5%.

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