



An Analysis of the Indonesian Language Textbook '*Aku yang Unik*' for Grade 5: An Evaluation Based on BSNP Feasibility Criteria

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Abstract

In primary education, textbooks serve as a cornerstone for the learning process, playing a pivotal role in achieving educational goals. A high-quality textbook not only aligns with the curriculum but also uses precise language, features appealing visuals, and inspires students to engage actively in learning. For this reason, it is essential to evaluate the suitability of textbooks before they are adopted in classroom instruction. The Indonesian language textbook "Bergerak Bersama" for fifth-grade students is among those implemented under the Merdeka Curriculum, making a feasibility review—particularly of Chapter I, "Aku yang Unik"—crucial to ensure its positive impact on both teaching and learning outcomes. This study examines the appropriateness of content quality, language use, presentation style, and graphic design within Chapter I of the aforementioned textbook. The central question addressed is the extent to which the book meets the standards across these four dimensions. A qualitative descriptive approach was employed, utilizing document analysis as the primary method. Data were collected through direct assessment of Chapter I, following the BSNP textbook eligibility instrument, with each aspect evaluated based on established BSNP indicators. Findings reveal that, in terms of content, the material corresponds well with the latest curriculum objectives and remains relevant, especially in introducing adjectives, affixes, synonyms, antonyms, and compound sentences. Linguistically, the textbook adheres to the Indonesian spelling guidelines (PUEBI), and the language is clear and accessible to students. Regarding presentation, the textbook is considered engaging and motivating, further supported by comprehensive practice questions at the end of each chapter. Visually, choices in typography, formatting, and illustrations meet accepted standards and enhance student comprehension. The analysis indicates that Chapter I of "Bergerak Bersama" fulfills the BSNP's criteria for use as a teaching resource in elementary schools. The four dimensions—content, language, presentation, and visual design—are all adequately addressed, supporting an effective and enjoyable learning experience. Consequently, this textbook stands as a relevant and reliable primary learning resource aligned with the curriculum and the needs of students.

Keywords: Analysis; Unique Me; Indonesian Language Textbook; Grade 5; Textbook Feasibility; BSNP.



Introduction

Textbooks are one of the most crucial elements in the school learning process. Their role extends beyond serving as a medium for delivering educational content—they also function as key references for both teachers and students in achieving the learning objectives outlined in the curriculum. At the elementary level, textbooks are particularly significant, as young learners at this stage rely heavily on structured and comprehensible learning resources. Therefore, special attention to textbook quality is essential, involving all stakeholders from authors and editors to publishers and educational quality assurance institutions (Widodo & Purnama, 2023; Pramono & Fitriani, 2023). The implementation of the Merdeka Curriculum in Indonesia has brought about significant changes in teaching and learning approaches. This curriculum emphasizes competency-based learning outcomes, the strengthening of the Pancasila student profile, and greater opportunities for students to develop according to their potential and interests. To ensure successful implementation, the teaching materials used—including textbooks—must reflect this new spirit, both in terms of content, language approach, design presentation, and supporting elements (Putri & Ahmad, 2020; Widodo & Purnama, 2023).

One textbook that has received attention in this context is the Indonesian language textbook “Bergerak Bersama” for Grade V, published by the Ministry of Education, Culture, Research, and Technology in 2021. This book was designed to be a relevant, communicative, and inspiring learning tool. One of the chapters analyzed in this study is Chapter I, titled “Aku yang Unik” (“I Am Unique”), which focuses on introducing students to self-identity and linguistic elements such as adjectives, synonyms, antonyms, affixes, and compound sentences. Initial analysis of the textbook shows that it generally meets various eligibility criteria. In terms of content, the material presented aligns well with the learning outcomes (Capaian Pembelajaran/CP) specified in the Merdeka Curriculum. For example, the discussion of affixes and sentence structure is appropriate for the language development of elementary school students (Ahmad, Kuntarto, & Purba, 2024). Linguistically, the book uses clear and easily understood vocabulary, adhering to the Enhanced Indonesian Spelling System (EYD V) (Rahmawati & Sari, 2021; Lestari & Wibowo, 2020). In terms of presentation, the use of illustrations, practice questions, and hands-on activities is considered effective in enhancing student motivation (Handayani & Prasetyo, 2020; Yuliana & Firmansyah, 2024). From a graphic perspective, the choice of typeface, font size, and layout design meets the ISO standards for textbooks (Sutrisno, 2021; Anisa & Fathurrahman, 2024).

Nevertheless, despite its general feasibility, a more in-depth analysis is necessary—especially to identify potential weaknesses that could affect learning effectiveness. For instance, in the morphological and phonological aspects, certain affixes such as “pe-” changing to “pem-” or “peny-” may confuse students if not accompanied by adequate explanations (Saputra & Indriyani, 2023). As noted by Saputra and Indriyani (2023), abstract material without visualization can hinder elementary students’ comprehension. This is relevant to findings on the potential confusion students may face when learning about the transformation of the prefix ‘pe-’ to ‘peny-’. Similarly, in compound sentence structure, the use of conjunctions like “whereas” and “but” may lead to ambiguity if not illustrated with clear and relevant examples. In the semantic aspect, teaching synonyms and antonyms that carry connotations also requires a more explicit instructional approach to prevent misconceptions (Firmansyah & Diani, 2022). From an educational perspective, it is vital to ensure that the material taught not only emphasizes memorization but also enhances students’ critical thinking, language skills, and social awareness. In this context, textbooks should serve as interactive media that encourage students to engage in discussion, exploration, and connect learning materials with their own experiences. For instance, the theme “I Am Special” can be an effective means of building self-awareness and social empathy if presented narratively and reflectively (Nuraini, Wulandari, & Hartati, 2022).

The eligibility evaluation according to the BSNP (National Education Standards Agency) also underscores the importance of a comprehensive assessment of four main aspects: content, language, presentation, and graphic design. These aspects should be viewed holistically rather than separately, as each influences students’ understanding and reception of the material. For example, appropriate and well-designed illustrations can reinforce comprehension and boost learning motivation, while unclear or overly complex language may hinder the message, even if the visuals are appealing (Hidayat & Anggraeni, 2022; Sari & Kurniawan, 2022). Within this framework, the evaluation of the feasibility of the “Bahasa Indonesia: Bergerak Bersama” textbook is essential. This process not only provides feedback



for future textbook development but also ensures that learning resources used in schools truly support the achievement of core competencies and character development as envisioned by the Merdeka Curriculum. Thus, this analysis serves as an initial step toward more meaningful, relevant, and transformative learning.

The aim of this article is to analyze the feasibility of the “Bahasa Indonesia: Bergerak Bersama” textbook for Grade V elementary students, based on the assessment instrument from BSNP. The analysis assesses the extent to which the textbook meets the eligibility criteria in four key aspects: content, language, presentation, and graphic design. Additionally, this article seeks to identify the strengths and weaknesses of the book, providing a more comprehensive overview of its quality as a learning resource. Based on the results, recommendations will be made regarding the use of “Bergerak Bersama” in elementary Indonesian language learning to optimally support the achievement of learning objectives. This feasibility analysis is grounded in the BSNP’s teaching material evaluation theory, which includes the four main aspects: content quality, language quality, presentation quality, and graphic quality. Linguistic theory is also applied to identify potential errors in phonology, morphology, syntax, semantics, and discourse. Furthermore, pedagogical principles for elementary students are used to assess readability, currency, and relevance of the learning material (Mulyani, 2023; Pratiwi & Santoso, 2021).

Methodology

This study, entitled “Analysis of the ‘Aku yang Unik’ Chapter in the Grade V Indonesian Language Textbook Based on BSNP Standards,” employs a descriptive qualitative approach. The main objective is to evaluate the content suitability and presentation quality of the “Aku yang Unik” chapter, using the standards set by Indonesia’s National Education Standards Agency (BSNP) as the benchmark. A qualitative approach was chosen because this research seeks to uncover meaning, understand processes, and gain in-depth insights into the subject matter. As Nasution (2011) notes, qualitative research is inherently descriptive and analytical, prioritizing the process and meaning over rigid theoretical frameworks. Rather than being guided by pre-existing theories, the analysis in this study is grounded in empirical facts that emerge during the research process. Data are analyzed inductively, allowing findings to inform new concepts or hypotheses as they arise. The primary data source for this study is the document itself—the “Aku yang Unik” chapter from the Grade V Indonesian Language textbook. Data collection was carried out through document analysis, which involved carefully reading, examining, and identifying elements relevant to the BSNP’s criteria: content, language, presentation, and graphics (Pramono & Fitriani, 2023; Wulandari & Setiawan, 2023). In qualitative research, the researcher serves as the main instrument, responsible for collecting, analyzing, and interpreting data, supported by a document analysis guide tailored to the BSNP standards (Nasution, 2011).

This study also draws on recent literature regarding textbook evaluation in the context of the Merdeka Curriculum. Wulandari & Setiawan (2023) emphasize that evaluating textbooks based on BSNP remains essential, even as curriculum paradigms shift, since core indicators like content relevance, readability, and visual presentation continue to define textbook quality. Fadillah & Zamzami (2022) highlight the importance of illustrations and language style that are sensitive to children’s psychological and cognitive development, especially in terms of visual perception and information processing. Additionally, Ramadhani & Hidayah (2021) stress the need for simple sentence structures and familiar vocabulary to ensure readability for elementary students. The data analysis process in this study followed an inductive path, beginning with data collection, then data reduction, data presentation, and finally drawing conclusions. Each finding from the document review was categorized and compared against the BSNP indicators, providing a clear picture of how well the “Aku yang Unik” chapter meets quality standards for elementary textbooks. The analysis was conducted systematically and continuously, ensuring a comprehensive understanding of the book’s strengths and weaknesses. This approach aligns with the principle that qualitative data analysis is inductive—building concepts and theories from the ground up, based on observed facts (Nasution, 2011; Pramono & Fitriani, 2023). This methodology emphasizes a thorough analysis of textbook content grounded in national standards, utilizing document analysis within a descriptive qualitative research framework as described by Nasution (2011).



Results and Discussion

Results

The feasibility assessment of the Indonesian language textbook, *Bergerak Bersama* for Grade V elementary students in Chapter I – “Aku yang Unik”, is conducted based on four main aspects in accordance with the standards of the National Education Standards Agency (BSNP): content quality, language quality, presentation quality, and visual/graphic quality. This evaluation aims to determine the extent to which the textbook supports the learning process of Indonesian language in elementary schools and how well the material aligns with the Merdeka Curriculum. A study by Syahputra & Marlina (2024) highlights that textbooks should not only serve as cognitive learning media, but also as tools for character building and shaping the Pancasila Student Profile. This is reflected in the “Aku yang Unik” chapter, which contains values of self-uniqueness and social empathy. Furthermore, Hapsari & Nugraheni (2020) assert that visuals in textbooks play a significant role in creating a comfortable learning environment and facilitating comprehension, especially when designed with aesthetic principles and a user-friendly layout. These references reinforce the conclusion that the *Bergerak Bersama* textbook for Grade V meets the important feasibility indicators according to BSNP standards while also addressing the challenges of 21st-century learning.

Content Quality

Based on the analysis, the material in Chapter I covers essential elements of Indonesian language learning outcomes in elementary school, such as the introduction of adjectives, synonyms, antonyms, affixes, and compound sentences. All these elements are consistent with the objectives of developing students’ language competence and critical thinking. Therefore, the book receives a “Suitable (S)” qualification for content suitability. In terms of currency, the material remains relevant and reflects the current context of students’ lives. The theme of self-uniqueness and individual differences helps foster social awareness and emotional literacy, in line with the principles of strengthening the Pancasila Student Profile. For this reason, this aspect also receives an “Actual (A)” rating. However, linguistic analysis reveals some potential weaknesses in the presentation of morphological and syntactic material. For example, in the section on affixes, there should be a more detailed explanation regarding changes in affix forms, such as “pe-” becoming “peny-” or “pem-”, which may confuse students without additional teacher guidance. Similarly, in the use of conjunctions for compound sentences, students need guidance to understand the correct use of connectors. The *Bergerak Bersama* textbook presents material on affixes, adjectives, synonyms, antonyms, and compound sentences that support students’ functional literacy. The application of contextual content is also a strength in character development (Widodo & Purnama, 2023). The material on self-uniqueness and diversity fosters empathy and social awareness, as found by Nuraini *et al.* (2022). Fauzi and Ananda (2024) recommend integrating values of tolerance through stories rather than theory, a suggestion that fits well with the diversity theme in this chapter.

Table 1. Content Suitability and Currency Analysis

No.	Aspect	Qualification			Analysis Result (Supporting Data)
		S (3)	KS (2)	TS (1)	
1	Content suitability with elements and learning outcomes	√			The material covers all elements required by the curriculum, such as adjectives, synonyms, antonyms, affixes, and compound sentences.
2	Currency or up-to-dateness of the material	√			The material remains relevant and fits the latest developments in Indonesian language learning for elementary school.

Language Quality

The language aspect of this book demonstrates the use of spelling that adheres to the General Guidelines for Indonesian Spelling (PUEBI). The sentences used are clear, concise, and easily understood by elementary school students. The assessment shows that the book meets the “Correct (T)” qualification for spelling and “Concise (L)” for language use. The language is also adapted to the cognitive development level of elementary-aged children. Simple sentences and familiar vocabulary are strengths that support students’ readability and comprehension. Simple and



straightforward language is a key characteristic of elementary textbooks (Rahmawati & Sari, 2021). Consistent spelling use fosters students' writing skills (Lestari & Wibowo, 2020). The book also considers readability, which is crucial for basic literacy development (Mulyani, 2023). Short, direct sentences with simple structures have been shown to improve elementary students' understanding of texts (Firmansyah & Diani, 2022). Adjusting vocabulary to the world of children helps increase reading interest and information absorption (Yusuf & Amelia, 2024). Communicative and contextual language also encourages the formation of early literacy habits (Sari & Pranoto, 2021). The language in *Bergerak Bersama* reflects a communicative-educational approach, where sentence structures are not only simplified but also framed within students' daily life contexts. This strategy strengthens meaningful input, making the language both accessible and relevant to children's experiences, thus more easily absorbed (Kusumawati & Nugroho, 2023). Additionally, the use of active verbs and direct sentences helps avoid ambiguity and facilitates the decoding process for beginning readers (Handoko & Liana, 2022). Pratiwi and Santoso (2021) emphasize that sentences of 8–12 words are optimal for Grade V students, which aligns with the concise language used in this book.

Table 2. Language Quality Assessment

No.	Aspect	Qualification			Analysis Result (Supporting Data)
		T (3)	KT (2)	TT (1)	
1	Accuracy of spelling	√			Spelling follows the General Guidelines for Indonesian Spelling (EYD V).
2	Conciseness	√			The language is concise and easily understood by elementary students.

Linguistic Theory Support and Error Identification

Table 3. Linguistic Theory Support and Error Identification

No.	Linguistic Theory	Error Identification
1	Phonology	No direct phonological errors found in the text, but potential errors may arise when students read aloud, such as with double consonants ("cermat", "cerdas") or affixed words ("penyabar") if phonological changes are not explained.
2	Morphology	The material on the "pe-" prefix is good but requires emphasis on rules for form changes (e.g., "pe-" to "pem-" or "peny-"). Students may get confused by sound changes when adding affixes.
3	Syntax	The presentation of compound sentences is adequate, but students may confuse connectors if not guided on their correct use (e.g., distinguishing between parallel, contrasting, and causal conjunctions).
4	Discourse	The material is presented systematically with a clear flow, from stories, character understanding, to practical activities. Visual aids like Venn diagrams and creative activities help comprehension, though some stories could be more concise.
5	Semantics	Synonyms and antonyms are well explained through exercises and sentence contexts. Students may misinterpret connotative or polysemous words without further clarification.

Presentation Quality

In terms of presentation, the book successfully organizes material in a systematic and logical manner. It includes elements that enhance students' motivation to learn, such as inspirational stories, reflection journals, observation activities, and practice exercises at the end of each chapter. This engaging presentation earns the book a "Motivating (M)" and "Complete (L)" qualification, as each chapter consistently provides practice questions. The strategy of using contextual and participatory approaches aligns well with the principles of active learning in the Merdeka Curriculum. Stories like those of Darman and Darmin build empathy, although some could be made more concise to maintain student focus. The inclusion of reflection, stories, and exercises supports experiential learning models (Hidayat &



Anggraeni, 2022). A contextual approach to material presentation has been proven to increase students' retention of language concepts (Utami *et al.*, 2021). Exercises and activities support the development of Higher Order Thinking Skills (HOTS) (Yuliana & Firmansyah, 2024). The book also maintains a coherent flow between sections, from initial engagement to reflection, helping students gradually construct meaning. The presence of concept maps or visual summaries at the end of subchapters, if optimized, could further strengthen students' long-term retention by reinforcing cognitive structures (Ningsih & Fauzan, 2023). This approach aligns with instructional design principles for young learners, emphasizing guided discovery learning—helping students find meaning through a sequence of directed yet flexible activities (Hartati & Sunarto, 2022). While practice questions are comprehensive, adding more HOTS-oriented questions, such as comparing characters' opinions, is recommended (Hidayatullah & Rahmawati, 2024). Wulandari & Setiawan (2023) stress the importance of sequencing material from concrete to abstract, which is evident in this book's presentation that begins with stories before introducing language theory. Ahmad, Kuntarto, and Purba (2024) argue that ideal textbooks should not only align with learning outcomes but also reflect a competency-based approach, the core of the Merdeka Curriculum.

Table 4. Presentation Quality Assessment

No.	Aspect	Qualification			Analysis Result (Supporting Data)
		M (3)	KM (2)	TM (1)	
1	Student motivation	√			The book is engaging and motivates students to be more active learners.
2	Practice questions at the end of each chapter	√			Every chapter is equipped with practice questions that aid student comprehension.

Visual/Graphic Quality

From a visual or graphic standpoint, the book uses font size, type, and page format that comply with ISO standards for textbooks. The illustrations support understanding and effectively capture students' attention. Therefore, this aspect receives a "Correct (T)" rating for font usage and "Appropriate (S)" for illustrations. Attractive visuals are crucial in elementary learning, as they increase engagement and help students focus on reading and comprehending material. Appealing illustrations and colors are important for boosting motivation and learning focus (Handayani & Prasetyo, 2020). The selection of font, size, and spacing supports readability (Sutrisno, 2021). Appropriate graphics enhance absorption of lesson content (Sari & Kurniawan, 2022). Consistent use of icons, margins, and other visual elements helps children understand the book's information structure (Anggraini & Maulana, 2024). Beyond aesthetics and readability, the visual design of *Bergerak Bersama* should also consider user experience principles for children, such as intuitive page navigation, eye-friendly color schemes, and proportional use of white space. These elements are important for creating reading comfort and reducing visual fatigue during intensive reading (Safitri & Mubarak, 2023). Responsive visual design can foster a more focused and enjoyable learning environment, especially when accompanied by meaningful icons and consistent text markers (Rosdiana & Taufiq, 2022). Although the illustrations are already engaging, Kurniawan & Dewi (2022) suggest that images should focus more on clarifying verbal concepts, such as providing visual examples of affix changes. Nurhayati & Wijaya (2022) recommend using 12–14 pt Sans-serif fonts to reduce visual fatigue, which could be adopted in future editions. However, BSNP standards for visual assessment remain limited to technical aspects like font and illustration suitability, without evaluating how visual design supports active learning strategies. In the context of 21st-century education, textbook graphics should be designed to enhance attention, self-navigation, and sustained visual engagement. Elements such as guiding icons, color markers for important information, and interactive layouts have been shown to improve focus and retention among elementary students (Ramdani & Sulastri, 2023).



Table 5. Visual/Graphic Quality Assessment

No.	Aspect	Qualification			Analysis Result (Supporting Data)
		T (3)	KT (2)	TT (1)	
1	Book size, font type and format	√			Font size and format comply with ISO standards for textbooks.
2	Use of illustrations	√			Illustrations support material comprehension and are attractive to students.

Discussion

The assessment results of the *Bergerak Bersama* Indonesian language textbook for Grade V, particularly in Chapter I “Aku yang Unik,” demonstrate that the book meets the main eligibility indicators set by the National Education Standards Agency (BSNP). The findings from each aspect—content, language, presentation, and visual/graphic quality—highlight the book’s strengths as well as areas requiring further development.

1) Content Quality

As shown in Table 1, the textbook’s content is closely aligned with the curriculum’s required elements, such as adjectives, synonyms, antonyms, affixes, and compound sentences. This alignment ensures that the material supports the development of linguistic competence and critical thinking among students. The inclusion of themes like self-uniqueness and diversity not only reflects current social realities but also fosters social awareness and emotional literacy, which are integral to the Pancasila Student Profile as emphasized by Syahputra & Marlina (2024). However, the analysis also reveals the need for more detailed explanations in morphological and syntactic sections, especially regarding affix changes and the use of conjunctions. These findings suggest that while the content is appropriate and relevant, teachers may need to provide additional guidance to ensure full comprehension.

2) Language Quality

Table 2 and Table 3 indicate that the book excels in language accuracy and conciseness. The use of spelling follows the General Guidelines for Indonesian Spelling (PUEBI), and the sentences are clear, direct, and suitable for elementary school students’ cognitive levels. This supports previous research (Rahmawati & Sari, 2021; Lestari & Wibowo, 2020) highlighting the importance of simple, familiar language in improving readability and comprehension. The communicative and contextual approach adopted in the textbook further enhances meaningful learning experiences, as students can relate the material to their daily lives. Nevertheless, the linguistic analysis points to potential difficulties in phonology, morphology, and syntax, particularly for students who may struggle with sound changes in affixes or the correct use of conjunctions. Thus, while the language quality is generally high, ongoing teacher support remains essential.

3) Presentation Quality

Based on Table 4, the presentation of the textbook is systematic and motivating. The integration of stories, reflection journals, observation tasks, and end-of-chapter exercises creates an active and engaging learning environment. This approach aligns with the principles of active learning and guided discovery, as suggested by Hidayat & Anggraeni (2022) and Hartati & Sunarto (2022). The contextual sequencing of material—from concrete stories to abstract language theory—helps students gradually build linguistic understanding. However, the analysis also recommends including more Higher Order Thinking Skills (HOTS) questions and optimizing visual summaries or concept maps to further enhance student retention and critical thinking.

4) Visual/Graphic Quality

Table 5 shows that the textbook’s visual and graphic elements meet ISO standards for textbooks, with appropriate font size, type, and layout, as well as attractive and supportive illustrations. These features contribute to reading comfort, focus, and overall learning motivation (Handayani & Prasetyo, 2020; Safitri & Mubarak, 2023). The use of consistent icons and well-structured visuals facilitates information processing for young learners. However, the discussion also notes that future editions could further improve by incorporating more user-friendly visual design principles, such as intuitive navigation, optimal use of white space, and responsive layouts that support active learning strategies, as advocated by Ramdani & Sulastris (2023).



The *Bergerak Bersama* textbook for Grade V demonstrates strong alignment with BSNP standards and effectively addresses the needs of 21st-century learning. Its strengths lie in its relevant content, clear language, engaging presentation, and attractive visuals. To maximize its impact, it is recommended that future revisions enhance explanations in complex linguistic areas, incorporate more HOTS-oriented exercises, and further refine visual design based on user experience principles. Additionally, continuous teacher support is vital to bridge any gaps in students' understanding, especially in more challenging sections.

Conclusion

The Indonesian language textbook *Bergerak Bersama*, specifically Chapter I, meets the eligibility criteria in terms of content. It covers all the essential learning components, such as adjectives, synonyms, antonyms, affixes, and compound sentences. The material is relevant to students' daily lives and effectively supports character development through themes of self-uniqueness and social empathy, in line with the ideals of the Pancasila Student Profile. However, certain sections—particularly those explaining morphological affixes and the use of conjunctions in compound sentences—would benefit from further refinement to prevent confusion among students. The language used throughout the book is precise and straightforward. Sentences are constructed with simple structures and familiar vocabulary, and the spelling consistently follows the official Indonesian guidelines. This makes it easier for elementary students to understand the text. The book also takes into account readability and the cognitive development of children, both of which are crucial for foundational literacy learning. Even so, to further clarify meanings, teachers are encouraged to provide additional explanations for words that might have multiple or connotative meanings. The way the material is presented is systematic and helps motivate students, incorporating inspiring stories, reflective activities, observation exercises, and practice questions at the end of each chapter. The contextual and participatory approach fits well with the principles of the Merdeka Curriculum, supporting active learning and the development of higher-order thinking skills. While some stories might be made more concise to help maintain students' focus, overall, the presentation is complete and engaging. From a visual standpoint, the book adheres to ISO standards for font size, type, and layout, all of which contribute to ease of reading. The illustrations are not only eye-catching but also relevant and supportive of students' understanding of the material. The consistent and informative graphic design greatly enhances students' absorption of the content, making this textbook a suitable resource for elementary school learning.

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