

# Content Analysis of Geography Teaching Materials for Class X Kurikulum Merdeka Belajar - Case Study: Theme 04, Human, Space, and Environment

Lailatur Rahmi, Mentari Dian Pertiwi and Anna Mariana Zebua  
*Universitas Negeri Padang, Prof. Dr. Hamka Street, Air Tawar, Padang,  
West Sumatera Department Geography, Faculty of Social Sciences, Indonesia*

**Keyword:** Kurikulum Merdeka Belajar, Teaching Materials and Projects to Strengthen Pancasila Student Profiles (P5).

**Abstract:** Teaching materials in Kurikulum Merdeka Belajar have the primary reference that directs educational policies, including being a reference for educators in building the character and competence of students. In addition to providing the benefits of knowledge, it also strengthens students' character. Teaching materials used in schools must be based on the Pancasila Dimension. To analyze the Geography textbook contained in the Social Sciences book using the content analysis method. As a result of the content review, there are several errors in this textbook, including errors in punctuation, sentences, and paragraphs, using wrong concepts and generalizations. As a solution, the development of teaching materials by educators must be adapted to the needs of a large number of students in order to actualize the Pancasila Student Profile Strengthening Project (P5).

## 1 INTRODUCTION

In Kepmendikbudristek No. 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery, curriculum implementation by academic units must pay attention to the achievement of student competence in academic units under particular conditions. It was further explained that in the framework of recovering learning losses that occur in particular conditions, academic units or groups of education units need to develop a curriculum with the principle of diversification following the conditions of the academic unit, regional potential, and students. Learning Loss is a phenomenon in which a generation loses the opportunity to gain knowledge because of a delay in the teaching and learning process. In this case, the learning process is a teaching process, not just overseeing the content but how students get the learning outcomes set.

The central concept of Merdeka Belajar is independent thinking. Indarta (2022: 3012) states that the teacher is free to independently translate the curriculum before it is translated to students so that the teacher can answer every student's needs during the learning process. Independent learning involves

independent conditions in fulfilling the objectives, methods, materials, and evaluation of learning for teachers and students with concepts based on student needs (student-center).

The Kurikulum Merdeka Belajar is one of the curriculum concepts that demands independence from students (Manalu et al. 2022: 81). The independence in question is the freedom of teachers and students in carrying out the learning process that can be obtained through formal and non-formal education. Implementing the independent learning curriculum does not limit the concept of learning at or outside of school but requires the creativity of teachers and students.

According to Manalu et al. (2022: 82) that the presence of an independent learning curriculum aims to answer the challenges of education in the era of the industrial revolution 4.0 towards the industrial revolution 5.0, which in its realization must support skills in critical thinking and problem solving, creative and innovative as well as skills in communicating and collaborate for students. Creative and innovative learning provides more opportunities for students to solve problems, think critically about phenomena that occur in the surrounding environment, and respond well to problem-solving.

The implementation of Kurikulum Merdeka Belajar is based on the dimensions of *Projek Penguatan Profil Pelajar Pancasila (P5)*. Based on the Decree of the Head of Education Standards, Curriculum and Assessment Agency Number 009/H/KR/2022 concerning Dimensions, Elements, and Sub Elements of the Profil Pancasila in the Kurikulum Merdeka, the Profil Pancasila serves as the primary reference that directs educational policies, including being a reference for educators in building character and competence of students. The Profil Pancasila contained in the Kurikulum Merdeka Belajar is meant to be 1) faithful, devoted to God Almighty and noble, 2) Global Kebhinekaan, 3) independent, 4) cooperative, 5) critical reasoning, and 6) creative. *Projek Penguatan Profil Pelajar Pancasila (P5)* is a design to answer questions about the output of the success of the Indonesian education system. "Indonesian students are lifelong learners who are competent, have character, and behave following Pancasila values".

The design of the Kurikulum Merdeka Belajar teaching materials is adapted to the (P5), which has a project-based learning concept (*Project-Based Learning*). The teaching materials are adapted to *e Projek Penguatan Profil Pelajar Pancasila P5's* fundamental principles, namely 1) Holistic, 2) Contextual, 3) Student-Centered, and 4) Explorative. In this case, teaching materials contain essential themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can understand and take real action in answering these issues according to the stages of learning and their needs. In addition, through teaching materials, students can implement them by contributing to and impacting the surrounding environment.

Teaching materials are all forms of learning resources, both written and written, that assist

teachers or instructors in carrying out learning activities that become materials for students to learn to achieve predetermined competency standards. Sungkono (in (Prabandari 2013: 2) mentions that teaching materials have an essential role for teachers and students because teaching materials can streamline and streamline the learning process. Adjustments in selecting teaching materials must consider the Pancasila Dimension as the primary basis for learning geography. These teaching materials and providing knowledge also strengthen students' character.

## 2 METHOD

The method used in this research is the content analysis method. Content analysis is an in-depth study of the contents of written or printed information in the mass media. Max Weber (in Eriyanto, 2013: 15) writes that content analysis is a research method using a set of procedures to make valid inferences from texts. Content analysis is a research method for making replicable and valid inferences from data for a context to provide knowledge, new insights, representations of facts, and practical guidance for action (Krippendorff, 1980).

The teaching material to be analyzed is the Social Sciences Book Theme 04, Geography: Human Space and the Environment, the latest student book published in the Freedom to Learn Curriculum. This study uses descriptive content analysis. Content analysis, according to Moleong (2012: 220), is a content study that utilizes a set of procedures to draw valid conclusions from a book or document.

## 3 RESULT

Table 1.1: Punctuation/Writing Errors.

Source: Results of Analysis of Teaching Materials Theme 04, Geography: Humans, Space and environment.

Page	Paragraph	Sentences	Punctuation/Writing Marks	Correct sentences or writing
218	6	5	For example, bringing a raincoat, umbrella, and jacket is a good idea if you plan to go outside.	For example, if you plan to go outside, bring a raincoat, umbrella, and jacket.
220	10	4	It does not only focus on appearances seen from the outside but also comes to the question: Why do the things we see form a unified pattern?	It not only focuses on the outward appearance but also comes to the question of why the objects we make form a pattern of unity.
233	1	Part a. Location concept. Sentence 2	First	First

Page	Paragraph	Sentences	Punctuation/Writing Marks	Correct sentences or writing
233	1	Part a. Location Concept. Sentence 4	Second	Second
234	1	Part b. Distance concept. Sentence 2	First	First
244	1	Activity Sheet 4. Sentences 1 and 2	Goal no 14 SDGs: Conserve and sustainably utilize sea, ocean, and marine resources for sustainable development. Read this article carefully!	Goal no 14 SDGs: Conserve and sustainably utilize sea, ocean, and marine resources for sustainable development. Read this article carefully!
255	1	Activity Sheet 6 Sentences 2	Please read carefully!	Please read carefully!
255	1	Activity sheet 6. Sentences 3	GSWIR (Green-Short Wave Infrared)	GSWIR (Green-Short Wave Infrared)
255	1	Activity sheet 6. Sentences 4	(U.S Geological Survey)	(U.S Geological Survey)
256	1	Part c. Technology Integration: Geographic Information System (GIS) Sentences 2	Diujicoba (Tested)	Di uji coba (Tested)
266	6	Sentences 3	Antarunsur (Between elements)	Antar unsur (Between Elements)
292	5	-	Marine Mega-Biodiversity	Marine Mega-Biodiversity
296	-	Activity sheet 13 Part 4	Presentasi PowerPoint (PPT)	presentation PowerPoint (PPT)
306	-	Evaluation	Answer some of the questions below as an evaluation to find out your understanding of this passage.	Answer some of the questions below as an evaluation to find out your understanding of this passage.
306	-	Evaluation	Choose the correct answer to the questions below!	Choose the correct answer to the questions below!

Table 1.2: Examples of Vocabulary Errors.

Page	Paragraph	Sentences	Incorrect Vocabulary	Correct Vocabulary
215	-	The critical question, number 2	Bagimana	Bagaimana
225	1	Part B Sentences 2	Fred K. Scaefers	Fred K. Schaefer
220	2	2	Menjadi Obyek	Menjadi objek
250	1	3	Yuks	Yuk atau Ayo
251	2	2	Satelt	Satelit
256	1	2	Ujicoba	Uji coba
270	3	3	Sfera	Lapisan Bumi
286	9	7	Sirrus	Cirrus
286	9	8	Sirrostratus	Cirrostratus
287	9	9	Sirrocumulus	Cirrocumulus
287	9	11	Altokomulus	Alto cumulus
287	9	14	Stratokomulus	Strato cumulus
287	9	17	Kumululus	Cumulus
287	3	18	Kumulonimbus	Cumulonimbus
290	3	4	Kualiats	Kualitas

Source: Results of Analysis of Teaching Materials Theme 04, Geography: Humans, Space and Environment.

Table 1.3: Examples of Sentence Errors.

Page	Paragraph	Sentences	Incorrect Sentences	Correct Sentences
216	1	Sentence 1	Coba amati baik-baik dua gambar dibawah ini!	Coba amati kedua gambar dibawah ini!
221	1	Sentences 5	...gambaranatautulisanpermukaan Bumi(Maryani, 2006)	...gambaran atau tulisan permukaan bumi (Maryani,2006)
225	1	2	Misalnya daerah industry Menunjukkan adanya Pemusatan dan pengelompokan kawasan industri. Kawasan konservasi yang menunjukkan adanya pemusatan wilayah konservasi. Misalnya kawasan konservasi tanah bakau	Misalnya daerah industri menunjukkan adanya pemusatan dan pengelompokan kawasan industri dan kawasan konservasi yang menunjukkan adanya pemusatan wilayah konservasi Contoh: kawasan konservasi tanaman bakau.

Source: Results of Analysis of Teaching Materials Theme 04, Geography: Humans, Space and Environment.

Table 1.4: Examples of Paragraph Errors.

Page	Paragraph	The false main idea	The correct main idea
219	1	Therefore, human knowledge about the natural environment in certain places, includingdifferences and similarities, can be considered geographic knowledge.	Therefore, human knowledge about natureand the environment is geographical knowledge.

Source: Results of Analysis of Teaching Materials Theme 04, Geography: Humans, Space and Environment.

Table 1.5: Examples of Faulty Data and Facts.

Page	Paragraph	Sentences	Data and Facts	The correct data and facts
270	1	1	Indonesia's position, located between three active plates in the world, namely the Eurosia Plate, the Pacific Plate, and the Indian-Australian Plate, is known as the ring of fire with many volcanoes.	Indonesia is located between three active plates in the world,namely the Eurasian, Indo- Australian and Pacific plates.From this position, Indonesiais referred to as the Ring of Fire (Ring of Fire), where many volcanoes cause seismic activity along this zone.



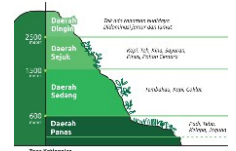
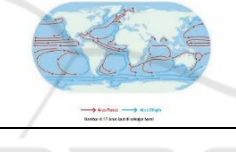

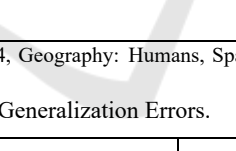
Source: Results of Analysis of Teaching Materials Theme 04, Geography: Humans, Space and Environment.

Table 1.6: Examples of Misconceptions.

Page	Paragraph	Sentences	Incorrect Concept	Correct Concept
283	4	2	Monsoons or wind monsoons are winds that change direction every halfyear	Monsoon winds or commonlyreferred to as monsoon winds,are winds that blow periodically (at least three months),and between one period and another, the pattern will be opposite and change opposite direction every half year

Source: Results of Analysis of Teaching Materials Theme 04, Geography: Humans, Space and Environment.

Table 1.7: Example of Image Error.

Page	Paragraph	Image	Incorrect Image	Correct Image
219	4	Figure 4.5 Mutual help cleans the river of garbage		I am not following the contents of the book being discussed.
234	1	Figure 4.12 The absolute distance from point X to Y is 2500 meters, while the relative distance is 1 hour		It does not include image sources like other images.
237	1	Altitude Zone		Here are no image captions or image sources. Picture captions should be in every picture attached to a book or teaching material.
240	1	Figure 4.15 Map of the distribution of fauna in Indonesia divided by the Wallace and Weber Lines.		Does not include image sources. The source of the image should exist like any other image in this textbook.
241	1	Figure 4.16 Greenhouse effect and global warming infographics		Does not include image sources. The source of the image should exist like any other image in this textbook.
242	1	Figure 4.17 Ocean currents around the Earth		Does not include image sources. The source of the image should exist like any other image in this textbook.

Source: Results of Analysis of Teaching Materials Theme 04, Geography: Humans, Space, and Environment.

Table 1.8: Examples of Generalization Errors.

Page	Paragraph	Sentences	Incorrect Generalization	Correct Generalization
283	4	2	Monsoons or wind monsoons are winds change direction every half year	Monsoon winds, commonly referred to as monsoon winds, are winds that blow periodically (at least 3 months). Between one period and another, the pattern will be opposite and change opposite direction every half year.

## 4 DISCUSSIONS

Geography learning is learning about spatial relations. The object of study in geography is an object that can be observed, measured, and described using the scientific method. Geographical studies

include physical and social aspects that cannot be separated from human life. Therefore, in developing teaching materials, students can understand a phenomenon and process on the earth's surface not only seen from one phenomenon to another but linked between phenomena and processes elsewhere, even in

previous times. (Rangkuty, 2020: 68).

The development of teaching materials for Class X Social Sciences, Theme 04, Geography: Humans, Space, and Environment, must pay attention to the real conditions of teaching materials in a school. For example, the learning procedures are used by paying attention to the factual conditions of the availability of books. The character and needs of students and the relationship between learning materials and the surrounding environment. The actualization of Profil Pancasila as one of the elements that must be considered can be seen from students' attitudes in implementing the material being taught.

From the results of the analysis that has been carried out based on the content review, there are several advantages contained in this book, including:

1. Holistic. In designing *Projek Penguatan Profil Pelajar Pancasila*, a holistic thinking framework encourages students to examine all themes and see the interrelationships of various things to understand an issue in depth. Geography teaching materials in Social Sciences Books fulfill holistic requirements, namely the existence of a connection between the learning themes and the case studies presented and containing more of the realities of everyday life to make it easier for students to study the teaching materials.
2. Contextual relates to efforts to base learning activities on real experiences encountered in everyday life. This teaching material fulfills the contextual principle in which the presentation of the material always begins with a trigger question regarding the relationship between the material and everyday life related to the activities of students in their environment.
3. Student-centered means encouraging learning subjects to manage their learning process independently and actively. In this case, it is like assigning students in the form of activity sheets or observing an image which requires students to analyze the image.
4. Exploration is related to opening a wide space for inquiry and self-development. Almost all student activity sheets in this teaching material are inquiry processes in groups and individually. Students must actively link geography teaching materials with student phenomena by taking an inquiry approach. It trains students to think critically based on a problem or phenomenon around them.

While the weaknesses contained in Class X Social Science Teaching Materials, Theme 04, Geography:

Humans, Space, and Environment are as follows:

1. Systematic writing in the use of punctuation. It affects students' understanding of the sentence or statement to be conveyed.
2. Using the wrong vocabulary will tend to cause differences in meaning, so in compiling a book, paying attention to the vocabulary to be used is mandatory. The goal is to make it easier for students to understand the material contained in the book.
3. Misuse of sentences. For example, take a good look at the two pictures below! The use of this sentence is very ineffective. Therefore, the improvement of the sentence is to try to observe the two pictures below!
4. Errors in writing paragraphs. A good paragraph must have links to other sentences to reduce the tendency to express an idea.
5. Concepts and generalizations. One of the mistakes in writing is when the writer does not pay attention to the concepts and generalizations of sentences. It will lead to different meanings for students and the book's author.
6. Writing image captions. In this book, some of the images have clear sources and descriptions. However, some of the other images are not captioned. Therefore, the description and synchronization of images to the material explained must be considered to appropriately convey the delivery of material through images.

*Projek Penguatan Profil Pancasila (P5)* based Geography teaching materials is a learning approach that helps educators be more flexible and contextual. *Profil Pelajar Pancasila* aims to demonstrate character and competence, which is expected to reinforce the noble values of Pancasila in students. Geography is the study of interrelationships between spaces and the impact of these interrelationships. Knowledge of geography is closely related to everyday life. Therefore, the development of geography teaching materials for the independent learning curriculum is a modification of textbooks that suit the needs and characteristics of students.

## 5 CONCLUSIONS

Students are lifelong students who are competent, have character, and behave according to Pancasila values" is the *Profil Pelajar Pancasila* which is the main requirement in developing teaching materials. Geography teaching materials are an essential



element in supporting the achievement of targets and learning objectives that contain material related to physical and social phenomena that are interrelated in space. Developing independent learning geography teaching materials is a step in developing learning through projects to spur students to be creative and innovative.

Based on the discussion above, the development of geography teaching materials for class X in the Merdeka Learning Curriculum is adjusted to P5 (Projek Penguatan Profil Pelajar Pancasila). Teaching materials that are flexible and contextual and follow students' needs and characteristics. Presentation of material is based on the realities of life and experiences of students and has this impact on students to contribute to the environment and have a good impact in terms of a character on their community environment. In addition to providing knowledge, it also strengthens the noble values of Pancasila.

## REFERENCES

- Oktafiana, S., & dkk. (2021). *Ilmu Pengetahuan Sosial SMA Kelas X*. Jakarta: Kepala Pusat Kurikulum dan Perbukuan.
- Sufyad, Susanti., & dkk. (2021). *Panduan Pengembangan Projek Penguatan Profil PelajarPancasila*. Jakarta: Kepala Pusat Asesmen dan Pembelajaran.
- Boang Manalu, J., Sitohang, P., & Turnip, N. H. (2022). Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *Prosiding Pendidikan Dasar*, 1(1), 80-86.
- Djuraini, M. F., Lihawa, F., & Rusiyah. (2022). Telaah Buku Teks dan Pemanfaatannya dalam Pembelajaran Geografi di SMA Negeri 1 Tapa Kabupaten Bome Bolango Provinsi Gorontalo. *Edu Geography*, 10(2), 91-96.
- Indarta, Y., Jalinus, N., Waskito, Samala, A. D., Riyandi, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 3011-3024.
- Kahar, M. I., Cikka, H., Afni, N., & Wahyuningsih, N. E. (-). Pendidikan Era REvolusi Industri 4.0 Menuju Era Society 5.0 di Masa Pandemi Covid 19. *Jurnal Studi Ilmu Pengetahuan Sosial*, 2(1), 58-78.
- Marisa, M. (2021). Curriculum Innovation "Independent Learning" in the Era of Society 5.0. *Santhet: Jurnal Sejarah, Pendidikan dan Humaniora*, 5(1), 66-78.
- Maulida, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka Belajar. *Tarbawi*, 5(2), 130- 138.
- Pertiwi, W. D. 2021. Dinamika Learning Loss: Guru dan Orangtua. *Jurnal Edukasi Nonformal*, 2(1), 147-153
- Rahayu , R., Iskandar, S., & Abidin, Y. (2022). Inovasi Pembelajaran Abad 21 dan Penerapannya di Indonesia. *Jurnal ALBASICEDU*, 6(2), 2099-2104.
- Suryaman, M. (2020). Orientasi Pengembangan Kurikulum Merdeka Belajar. *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar* (pp. 13-28). Yogyakarta: Program Studi Pendidikan Bahasa Indonesia.
- Ustiwatiah, W., & Masruroh. (2021). Implikasi Kebijakan Kampus Merdeka Belajar terhadap Manajemen Kurikulum dan Sistem Penilaian Pendidikan Menengah serta Pendidikan Tinggi. *Jurnal Dirosah Islamiyah*, 1(1), 27-40.
- Yani, A., & M., Enok. 2020. Diskursus: Pembelajaran Goegrafi dalam Meningkatkan Keterampilan Berpikir Tingkat Tinggi (Higher Order Thingking Skills) Peserta Didik dalam Konteks Merdeka Belajar. *Jurnal Pasca Dharma Pengabdian Masyarakat*, 1(2), 63-73.