

Need assessment of Indonesian Language Textbooks Based on Merdeka Curriculum in Vocational Schools in Sambas Regency



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ABSTRACT: The primary objective of vocational school education is to prepare students for the workforce. The independent curriculum includes provisions for preparing students for the workforce. One of them is found in textbooks, which ought to encourage education and training for skills necessary for the workplace. This research aims to describe the perception and need for independent curriculum-based Indonesian language textbooks in vocational schools. This research used a case study approach with a purposive sampling technique. The data was collected from 17 Indonesian language teachers, 200 vocational school students, and 5 textbooks used at vocational schools in Sambas Regency. Data collection was obtained through questionnaires, interviews, and document analysis. Data was analyzed quantitatively and qualitatively. The results of the research showed that only 23% of the implementation of the independent curriculum from 17 Vocational Schools in Sambas district use independent curriculum textbooks, the need for vocational school teachers for independent curriculum-based textbooks reaches 79.5%, and the need for vocational school students for independent curriculum-based textbooks reaches 73.5%.

KEYWORDS: Needs, textbooks, learning the Indonesian language, Merdeka curriculum, vocational schools.

INTRODUCTION

Every area of life is changing in the world, and the educational system is no exception (Widyastuti, 2022). Education is a vital investment that is necessary for the civilization of a country (Salsabila et al, 2021) and the main key to excelling in global competition (Rahmi et al, 2023). A country's education system is its most vital component since it shapes the next generation of qualified, intellectual people who can keep up with the latest advancements in society. As a result, efforts are constantly made to improve the educational system, with a focus on quality. competent in meeting modern needs, capable of overcoming obstacles in life, and wise in choosing actions that will lead to a brighter future. This is to ensure that education in the future is more focused, effective, and relevant to the changing needs of a country (Arini et al., 2021).

Based on Law No. 20 of 2003 regarding the National Education System (Sisdiknas) explains that it is very important to develop educational goals in order to obtain superior results. Education also aims to develop students' potential to become human beings who believe and are devoted to God, have noble character, healthy, knowledgeable, capable, creative, independent, and able to become democratic and responsible citizens (Adiwinata & Sujana, 2019).

The Ministry of Education of the Republic of Indonesia has implemented the Merdeka Curriculum in 2022. This new curriculum is part of mitigating or recovering from the impact of the Covid-19 pandemic to overcome the conditions of learning loss which vary in the achievement of student competencies and learning gaps in Indonesia (Anggraena et al, 2021; Kemendikbudristek, 2021; Hadiansah, 2022). According to the Center for Curriculum and Books (2019) and the Ministry of Education and Culture (2020), The Merdeka Curriculum was an answer to various technical problems that occurred in schools, including: too many lessons, parents' complaints about related lessons, and vocational school learning locked in compliance curriculum, curriculum objectives are too ambitious, high standards oriented but do not provide enough opportunities for students to understand the material being taught correctly, and low literacy skills and fading student character.

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Vocational School is special education whose programs can be chosen for anyone who is interested in preparing themselves for work (Putri, & Djumanto, 2022). The more demands there are in work, the more competitive the competition in work becomes. In this way, students' skills and abilities become very important for vocational school students in facing these demands. To ensure vocational school students have optimal skills and abilities, the independent curriculum is implemented as a new learning approach based on developing students' potential and interests, as well as prioritizing independence, creativity and critical thinking in learning (Wahyuni, 2022).

An important part of curriculum implementation is the provision of learning resources that support the achievement of curriculum objectives through teaching materials and learning activities that are not only interesting and fun, but also help students with the knowledge and abilities (Ai Santi et al., 2022). This is in line with the opinion of Tomlinson (2011) who states that the curriculum requires teaching materials or textbooks to help students carry out the learning process. Mardikarini & Suwarjo (2016) also stated that curriculum and textbooks are two things that are interconnected with each other. When a curriculum used in an education system changes, the textbooks used will also be changed (Ai Santi et al., 2022). Therefore, learning materials are components and have a very important role in helping the smooth running of learning activities and improving the quality of learning (Samsinar, 2019; Fitriani & Susanti, 2022).

In language learning practice, books are teaching materials used to increase students' language and literature knowledge and/or experience (Suwandi, 2019). To ensure that students are not disinterested in the subject they are studying, textbooks should be presented in a captivating format. Based on these opinions, it can be concluded that textbooks are an important part of implementing the curriculum to achieve learning objectives. Choosing textbooks in the use of appropriate and varied teaching materials in the learning process can increase learning motivation and make students happy in taking lessons. The Independent Curriculum Handbook (Kemdikbud, 2022) explains that the teaching materials used at the vocational school level are to support learning and training for competencies that exist in work.

Sambas Regency is one of the regions that has implemented an independent curriculum at the vocational school level starting in the 2022/2023 learning year (Dikbud, 2022). Sambas Regency is a district that has the 3rd largest number of vocational schools in West Kalimantan Province. The geographical location of Sambas Regency is strategic because of its extensive agricultural land and the area directly borders Malaysia. This also indirectly attracts the residents interest of Sambas Regency to work immediately after graduating from high school. According to data (BPS, 2021), the majority of Sambas Regency residents work in agriculture, plantations, fisheries and work abroad. Data on workers going to Malaysia experienced an increase of 50% every year before Covid-19 and workers in the fisheries and shipping sectors also experienced an increase of 8% in 2018. Apart from that, in Sambas Regency there are 31 Palm Oil Plantation Companies which also require local workers. Therefore anticipated that by beginning to implement the independent curriculum at the vocational school level, Sambas Regency vocational school students will be better equipped to acquire the skills they need and be prepared for the workforce.

Based on the conditions in the field as a result of interviews with vocational school teachers in Sambas Regency, important parts of implementing the independent curriculum, such as teaching materials, have not been implemented optimally. The government, which was supposed to prepare and distribute learning tools on the Merdeka Mengajar platform, such as sources of monitored reference teaching materials, has not been implemented properly. The teaching materials distributed in the form of textbooks at the vocational school level are still combined with the general high school level. However, the characteristics of the independent curriculum regarding the teaching materials of the independent curriculum at high school and vocational school levels are different. Apart from that, the teaching materials used by several vocational schools still use old books, the 2013 Curriculum textbooks.

Previous research by Maharani (2017) found that there was a correlation between the process of learning activities in class and the limited books available in the library to support the learning process. The use of learning devices that are less effective and the content of learning materials that are not suitable for students causes the implementation of learning not to be in accordance with learning objectives. Based on this, the assumption based on these findings is that learning devices have not been able to accommodate optimal learning implementation. In fact, textbooks are one of the main references and learning become an additional book for teachers and students in carrying out the learning process at school (Ikawati et al., 2018; Nusantari, 2013). Limited teaching materials used can cause learning to be less interactive.

Researchers identified the importance of conducting an analytical study on the need for independent curriculum textbooks for vocational Indonesian language subjects in Sambas Regency. Considering the independent curriculum has begun to be implemented in educational units throughout Indonesia in the 2022/2023 learning year in Sambas Regency, West Kalimantan Province. However, based on conditions in the field there were obstacles in implementing the curriculum, the implementation of textbooks that were not appropriate. Apart from that, the Indonesian Vocational School Teacher in Sambas Regency explained

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that another obstacle was that the uneven socialization of the Independent Vocational School Curriculum in Sambas Regency also had an important influence on knowledge and readiness in the practice of implementing the Independent Vocational School Curriculum. Teacher preparedness is actually the process of implementing strategies to recover on lost learning (Diarini et al, 2022).

Research regarding the need for independent curriculum teaching materials was discussed by Mabtusah & Yushardi (2022). The results of this research are that the transition from the 2013 curriculum to an independent curriculum means that teachers have to adapt a lot to the demands of an independent curriculum, one of them is the addition of teaching materials that support everyone in the learning process. This is because teaching materials that only rely on the government make the learning process less developed and less adaptable to the conditions of the educational unit. Educators as facilitators must be able to facilitate learning material sources according to the characteristics of students (Libiawati et al., 2020). Teaching materials also influence success in the learning process, the creation of instructional materials that can aid in the execution of high-quality education is necessary, especially in this case Indonesian language subjects (Devi et al., 2018). The results of this study show how important it is to carry out an assessment of the need for independent vocational school curriculum textbooks in Indonesian language subjects.

METHOD

This research is a case study conducted using qualitative methods. This research was conducted at 17 SMKN in Sambas Regency, West Kalimantan Province, Indonesia which has implemented the independent curriculum in the 2022/2023 academic year. Selection of data sources used in this research are Indonesian language teachers, students, and textbooks used during learning. Research sampling at data sources was carried out using a purposive sampling technique. The number of Indonesian language teachers who are participants is limited to 17 Indonesian language teachers who teach in class X. The student participants in this research were class X vocational school students from various skill competencies who had collected and answered the questionnaire completely. From 17 schools 200 student participants met these criteria. The third data source is 5 class X Indonesian language textbooks used in 17 schools.

Research data was collected using questionnaire techniques with the Guttman scale, in-depth interviews, and document analysis. Then, data validity was carried out using the triangulation technique of theory, methods, and data sources for qualitative data and expert testing techniques for questionnaire validity. Next, qualitative data was analyzed using the interactive model of Miles and Huberman (2014), with four stages, data collection, data reduction, data presentation, and verification of results carried out interactively. The stages of the analysis activity were implemented in an interconnected manner, such as when collecting information about the need for independent vocational school curriculum textbooks through interviews, reductions were also carried out so that the interviews only focused on that topic. Quantitative data analysis is only carried out descriptively, calculating the percentage of questionnaire data.

RESULTS AND DISCUSSION

A. Teachers' Perceptions of the Characteristics of Indonesian Language Textbooks for Vocational School Students

The characteristics of the independent vocational school curriculum have been changing in learning components. One of the things that is under renewal is regarding teaching materials, including textbooks. Use of teaching materials that focus on supporting learning and training on existing competencies in work.

TABLE.1 PERCEPTIONS OF VOCATIONAL SCHOOL TEACHERS REGARDING INDONESIAN LANGUAGE TEXTBOOKS USED

Questions		YES (%)	NO (%)
1.	Do you understand the characteristics of Indonesian language textbooks for vocational school students?	100	0
2.	Have you used Indonesian language textbooks for vocational school students based on the Independent Curriculum?	18	82
3.	Do the Indonesian language textbooks used appropriate to the teacher's needs?	6	94
4.	Do the Indonesian language textbooks used suit the needs of vocational school students?	6	94

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In relation to teachers' understanding of the characteristics of Indonesian language textbooks for vocational school students, data obtained from questionnaires and reinforced by interviews show that all teachers (100% or 17 people) claim to "understand" these characteristics. Teachers gain understanding through training or training that has been carried out in their respective schools. The following are statements from teachers who understand and do not understand the characteristics of Indonesian language textbooks for vocational school students.

"The characteristics of vocational school students are different from high school students. Vocational school students are directed directly into work after graduating. Therefore, textbooks should also support the characteristics of vocational school students." (Female, 40 years old).

"Indonesian language subjects are general subjects in vocational schools, but the content of the material needs to suit the needs of students in vocational schools which focus on work."
(Male, 30 years old)

The implementation of the independent curriculum has been implemented at all vocational school in Sambas Regency in the 2022/2023 academic year. However, data in the field shows that the learning components have not been well facilitated. Based on the response to the use of textbooks which are the main teaching material for students in schools, there are only 18% or 3 schools that use independent curriculum Indonesian language textbooks. This means that the majority (82% or 14 schools) have not used Indonesian language textbooks according to the implemented curriculum. In general, schools that have not used independent curriculum Indonesian language textbooks still use 2013 curriculum textbooks from the Ministry of Education and Culture or private publishers. The following is the teacher's statement regarding the use of independent curriculum-based textbooks

"This year Indonesian language learning has used textbooks from the Ministry of Education and Culture based on an independent curriculum with a system of 1 book used by 2 people and only used during class hours." (Female, 35 years old).

"We still use the Indonesian curriculum textbook here, but I have downloaded the independent curriculum electronic book from the independent teaching platform which I share via WhatsApp group to the student." (Female, 40 years old).

Furthermore, explanations from teachers from several schools that have not used independent curriculum-based textbooks.

"Our school just started implementing the independent curriculum this year with the independent pathway changing. However, the situation is that our schools have not fully implemented the rules. "For learning in class we still use the 2013 curriculum book." (Female, 38 years old).

Regarding the question "Do the textbooks used meet the teacher's needs?", it turns out that only 6% or 2 people said "YES" and the majority (94% or 15 people) of the teachers said that they were not suitable. The reason the textbooks used do not meet the teacher's needs is because teachers have to create more teaching materials that adapt to the characteristics of vocational school education. Vocational education that directs competency learning or training to be ready for work. The following is a teacher's statement which gives the perception that the textbooks used meet the teacher's needs and which they are not.

"In my opinion, the Indonesian language textbooks that are generally used are appropriate to teachers' needs. "Even though there is still minimal material that specific to work." (Female, 40 years old).

"In my opinion, the existing Indonesian language books do not meet the needs of vocational school teachers. Because I need to find more texts with a work-related theme or that guide the field of work in line with the essence of vocational school education." (Female, 32 years old).

Similar to the previous question, question number 4 regarding Indonesian language textbooks used according to the needs of vocational school students also showed that the majority (94% or 15 people) of teachers stated that they were not suitable. In general, teachers share the perception that Indonesian language textbooks at vocational school level must be based on a vocational character that focuses on work. Only 6% or 2 people stated that the textbooks used were in accordance with students' needs. The following is a teacher's statement stating whether the Indonesian language textbook is suitable for the needs of students at vocational schools.

"Students' needs are actually the same as teachers' needs. "The content of textbooks is generally used in high schools, even though textbooks should adapt to the needs of vocational school students." (Female, 37 years old).

The needs of students in vocational schools are certainly related to skill competency. *"However, the learning aids, textbooks, that are used do not meet their needs."* (Male, 35 years old).

"The textbooks used meet the needs of vocational school students. "Existing textbooks contain information and linguistic material that they can implement to their daily lives." (Female, 40 years old).

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B. Vocational School Teachers' Need for Indonesian Language Textbooks based on the Independent Curriculum

Based on the fact that the implementation of the independent curriculum in 17 SMKN Sambas Regency has not been well prepared. Learning components such as textbooks based on the independent curriculum are not yet used in most schools. It can be concluded that mapping the needs of vocational school teachers for Indonesian language textbooks based on the independent curriculum is very necessary. Based on the results of data collection using questionnaires and interviews with all teachers are in the following.

TABLE.2 VOCATIONAL SCHOOL TEACHERS' NEEDS FOR INDONESIAN LANGUAGE TEXTBOOKS

Questions		YES (%)	NO (%)
1.	Does the substance of the material in Indonesian language textbooks in line with the Independent Curriculum?	29	71
2.	Do the texts contained in Indonesian language textbooks comply with the Independent Curriculum?	18	82
3.	Are the questions or assignments in the Indonesian language textbook used according to the Independent Curriculum?	29	71
4.	Is the order of presentation of material in the Indonesian language textbook used according to the needs of vocational school students?	6	94

Regarding the first question regarding the suitability of the substance of the material in Indonesian language textbooks with the independent curriculum, data was obtained that only 29% or 5 teachers stated that it was "suitable" while the majority (71% or 10 people) of teachers stated that the substance of the textbook material used was with the curriculum independence is not appropriate. The following is the statement of a teacher respondent regarding this matter.

"Indonesian language material is text-based, but there are a lot of texts to study and it creates a burden for teachers, especially at the Vocational School level where there is a Prakerin program. "Of course, this is not in accordance with the concept of an independent curriculum that is effective and efficient, based on needs and centered on students." (Female, 35 years old).

"In my opinion, the content of existing Indonesian language textbooks is not yet in accordance with the independent vocational school curriculum because the substance of the material is still the same as at high school level." (Female, 30 years old)

In contrast to the previous two statements, this teacher respondent was one of the 5 who answered accordingly. The following is the explanation.

"In my opinion, the content of the Indonesian language textbook is in accordance with the independent curriculum because the content contains the 4 required language skills. (Female, 42 years old).

Regarding the question regarding the substance of the material in textbooks, the majority (82% or 14 people) of teachers stated "NO" to the question "Do the texts contained in Indonesian textbooks comply with the Independent Curriculum?". The remaining 18% or 3 people think otherwise. In general, teachers equate the concept of an independent curriculum in Vocational Schools by focusing on the textbooks used according to students' needs in order to direct learning or competency training into work. The following is the teacher's statement from the interview results.

"The text example presented in textbooks are general and not directed towards work. So, I have to look for other teaching materials/text examples with the aim of adapting to students' needs." (Female, 35 years old).

"In my opinion, there are still texts in this Indonesian language textbook that are not in accordance with the independent curriculum at vocational school level. Apart from that, writing text that is not appropriate and relevant to present." (Female, 26 years old).

In contrast to the opinion above, this teacher respondent's statement answered accordingly. The following is the explanation.

"The SMK/MAK Indonesian language textbook written by Pipit Dwi Komariah with the publisher Erlangga, which is used is in accordance with the independent curriculum. This is also in the examples of texts presented." (Female, 30 years old).

Regarding the question "Are the questions or assignments in the Indonesian language textbook used in accordance with the Independent Curriculum?" data obtained from questionnaires and reinforced by interviews show that 29% or 5 people said "suitable" and 71% or 10 people said it was not suitable. The questions or assignments in textbooks are closely related to the content of the material presented. The following is the teacher's statement regarding this matter.

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"The textbook used contains Independent Curriculum Assessment (AKM) type questions and various assignments, but the questions and assignments presented are too many so they have to be sorted if they are to be assigned to students." (Female, 40 years old).

"The questions and assignments presented in the textbook are not in accordance with the independent curriculum because they do not contain a literacy test." (Female, 35 years old).

Furthermore, questionnaire data for questions regarding the order of presentation of material in the Indonesian language textbook used is appropriate to the needs of vocational school students or not. Only 6% or 1 teacher said it was "appropriate" and 94% or 16 teachers said it was not appropriate. The order of presentation of this material can indeed be rearranged by the teacher, which is usually done before entering the start of a new semester, however, this is because textbooks are used by students and if the order is changed it will make students confused. This is based on the results of interviews with teachers who explain, among other things as the following.

"The presentation of material in textbooks has been sequenced according to students' needs. Even if you want to exchange materials, you can arrange them according to your needs" (Female, 49 years old).

"In my opinion, the order of presentation of material really needs to be evaluated, especially at the vocational school level. Vocational school students will do internship for 1 semester so that materials such as writing job application letters, letter scripts, procedure texts, negotiation texts, and scientific work in the form of internship reports can be studied before they go to internship." (Female, 30).

C. Vocational School Students' Needs for Indonesian Language Textbooks

Research to determine the need for Independent Curriculum Indonesian language textbooks for students using a perception questionnaire. This questionnaire contains ten questions which were distributed to representatives of 1 class X in 17 SMKs in Sambas Regency. After collecting the questionnaire, it was discovered that not all students had filled the questionnaire completely. From the seventeen SMKs in Sambas Regency, 200 questionnaires have been filled out completely. The results obtained from the questionnaire distribution are as follows.

TABLE.3 VOCATIONAL SCHOOL STUDENTS' NEEDS FOR INDONESIAN LANGUAGE TEXTBOOKS

Question		YES (%)	NO (%)
1.	Have you accessed Indonesian language textbooks for vocational school students with the Independent Curriculum?	30	70
2.	Do Indonesian language textbooks suit students' needs?	41	59
3.	Do the textbooks used meet the competencies of vocational school students?	15	85
4.	Are there any obstacles in accessing Indonesian language textbooks?	80	20

Based on this data, there are 30% of students who have accessed the independent curriculum Indonesian language textbooks. These results correspond to the percentages of the three schools that have just used independent curriculum Indonesian language textbooks. Regarding this, the majority of students could not answer the reasons why they had not used independent curriculum-based textbooks. They follow the instructions given by the teacher to use which textbook.

"I have never accessed the independent curriculum textbook. In Indonesian lessons, I only use this book. The teacher told me to use this book." (male, 15 years old).

In contrast to the statement above, the following is an explanation from students who have accessed Indonesian language textbooks based on the independent curriculum. The two students are part of three schools that use independent curriculum Indonesian language textbooks.

"We have accessed the independent curriculum textbooks. "This book is lent at school for Indonesian language subjects." (female, 15 years old).

"From the start, we started studying using 2 types of books, the 2013 curriculum package book and the independent curriculum book which was shared in the WhatsApp group." (Female, 16 years old).

Furthermore, the questionnaire data regarding whether the textbooks used were appropriate to students' needs or not, it turned out that only 24% or 48 students said "YES" and 76% or 152 students stated that they were not appropriate. The reason the textbooks used do not meet the students' needs is because the required material is not included. Students' needs relate to detailed and easy-to-understand explanations of material. The following are student statements from the interview results.

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"The contents of the textbook usually lack a complete explanation so it becomes difficult to understand if you don't ask the teacher." (Male, 15 years old).

"In my opinion, Indonesian language textbooks meet our needs because the content is complete and interesting because there are lots of pictures." (Female, 14 years old).

Regarding the question "Are the textbooks used in accordance with the competencies of vocational school students?", it turns out that only 15% or 30 students said "YES" and the majority (85% or 170 people) of students stated that they were not appropriate. The reason the textbooks used do not meet the competencies of vocational school students is because the material content and text examples presented are still general in nature. Meanwhile, vocational education is formal education that directs learning or competency training to be ready for work. The following are student statements regarding this matter.

"In my opinion, the Indonesian language textbooks that we use are not yet aimed at our major." (Male, 15 years old)

"We use textbooks in learning that are lent by the school. But what I have studied until now is that there are no examples of texts that lead to our major." (Female, 15 years old).

"This book is in accordance with the competencies of vocational school students. The reason is that there is negotiation material that can be applied to this marketing major." (Female, 16 years old).

In connection with the question "Are there any obstacles in accessing Indonesian language textbooks?" data was obtained that the majority, 80% or 160 students, experienced problems and the remaining 20% or 40 students did not have problems. The obstacles experienced by these students are related to the school rule which only lends textbooks during the course or during class hours. Apart from that, the problem faced by some schools is that they still lack textbooks, so students use these books by sharing with their classmates or even in groups (2-3 people). Short time and limited numbers mean students cannot access textbooks properly. The following are statements made by students during interviews.

"The books are unable to take home. So you can't repeat the material at home. If you rely on your cellphone to take photos, the writing won't be clear." (female, 15 years old).

"There is a problem when accessing textbooks, books are lent during Indonesian language lessons. If there are not enough books for one person, we usually share them with our classmates or even in groups." (Male, 15 years old).

In contrast to the statement above, the following is an explanation by students who do not have problems accessing textbooks.

"There are no problems when using Indonesian language textbooks." (Male, 15 years old).

"I didn't find any problems in accessing textbooks. We were allowed to borrow books to take home on condition of guaranteeing our student cards." (Female, 15 years old).

The decision of the Head of the Educational Assessment and Curriculum Standards Agency of the Ministry of Education and Culture (2022) states that the Indonesian language subject in the Independent Vocational School Curriculum is a subject that is the basic capital for learning and working because it focuses on literacy skills which aims to help students develop language skills and for various purposes and context. Literacy skills are an indicator of student progress and development (Handayani, 2020; Herawati, 2022), since it can help in communicating effectively and achieving academic goals (Wu et al., 2022). Indonesian language subjects foster and develop students' self-confidence as communicators, critical thinkers, creative, imaginative and Indonesian citizens who master digital and informational literacy (Kemdikbud, 2022).

The different characteristics of vocational and high school students certainly influence the learning process, including the use of textbooks. Muti'ah (2020) states that the characteristics of Indonesian language learning in vocational schools contain differences with high schools because in vocational schools the teaching materials pay attention to the needs of students who are prepared as skilled workers with the aim of ensuring that students have adequate language skills because proficiency in language skills is absolutely necessary in work (Ratnaningsih and Septiana, 2019). One effort to realize the success of these learning objectives is by using textbooks that can support vocational competencies in accordance with the needs of work (Santi et al, 2022).

However, the observation showed that the implementation of the independent curriculum is not in line with learning components such as textbooks. Mufida (2023) stated that teachers experienced obstacles in implementing the independent curriculum, that textbooks were still limited in number. The readiness of facilities and infrastructure, such as textbooks, is a supporting factor in implementing the independent curriculum (Pertwi et al., 2023). Natasha and Abadi (2022) also found that teachers at SMK Negeri 11 Malang experienced the problem of a lack of Independent Curriculum teaching materials so they still used 2013 curriculum books in learning Indonesian.

Textbooks can help teachers in delivering learning material to achieve learning goals (Marsh, 1996). However, in particular, the books used in this research have not been optimally directed to work in accordance with the objectives of the independent

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vocational school curriculum so that learning is more optimal and develop language skills that focus on vocational competencies (Kemendikbud, 2022). The textbooks used are still general or broad in nature and can be used by students of all high school and vocational school majors (Suharto et al, 2020; and Sutarji, 2022).

This is found from the substance content of the material, the type and discourse of the text, the questions and tasks as well as the order in which the material is presented. Based on content of the material presented in Indonesian language textbooks does not yet meet the vocational education needs of vocational school students (Santi, 2022; Muti'ah, 2020; Suminar, 2023). Apart from that, SMA/SMK Indonesian language textbooks which contain various types of text have not shown suitability for teaching materials focused on the independent curriculum for vocational school level (Santi et al, 2022) or there is no text material adapted to the conditions of vocational school students (Purwitasari, 2014). Furthermore, in terms of questions and assignments, they are not yet in accordance with the independent curriculum. Vocational schools are found in schools that do not yet use independent curriculum textbooks. In the 2013 curriculum textbooks published by the Ministry of Education and Culture, the number of HOTS-oriented questions and material still needs to be increased (Huda et al, 2021). Apart from that, teachers do not yet understand AKM-based assessment. There is no readiness from teachers in independent curriculum-based assessments, this can be seen from the fact that schools do not yet have diagnostic assessment instruments for learning (Laulita et al, 2022). Then, the presentation of material in the textbooks used is still not ordered according to the needs of vocational school students. In fact, teachers really need appropriate textbooks that contain material that can provide balanced theory and practice in vocational schools. Clark & Winch (2007) state that students must be given practical skills and techniques that are appropriate to the area of expertise they are studying. Learning in vocational schools must provide a lot of practical learning that is appropriate to work (Thomson, 1972) so that students get used to it and have more reliable abilities so that it becomes their provision when entering work in accordance with their field of expertise.

The steps taken by the Indonesian language teacher were ultimately to improvised by adapting other references such as sources from the internet or from other books (Aisyah, 2020) relevant and high quality (Suaryo, 2023) so that students continue to receive learning that is in accordance with the basis of the independent curriculum which focuses on work. Teachers are required to be able to redesign teaching materials by combining material in textbooks as is also used in high school with material related to the concentration of expertise or interests in the majors that students choose (Muti'ah, 2020). This is done in order to achieve the goal of learning Indonesian in vocational school education which is able to form and develop students' self-confidence as communicators, critical, creative and imaginative thinkers who master literacy to support success in education and work (Kemendikbud, 2022).

Apart from teachers, in this research students also had obstacles in using Indonesian language textbooks based on the independent vocational school curriculum, accessing textbooks, suitability of textbooks to the needs and competencies of vocational school students. This is supported by Natasha & Abadi, 2022; Widawati, 2023 and Khaerunisa & Susanti, 2023) stating that the use of teaching materials that are in accordance with the independent curriculum is one of the obstacles to learning because there are limitations. Limited number of books used so access is done using a sharing system because not all students have textbooks (Ayu et al, 2019) and they are loans that cannot be taken home. Access to Indonesian language textbooks for the independent curriculum will only be implemented in the 2022/2023 academic year and is still in progress because books are limited and not sufficient for all students (Widawati, 2023). So they still use Indonesian language textbooks based on the 2013 curriculum (Natasha & Abadi, 2022) and e-books to complement the shortage of limited textbooks (Widawati, 2023).

Textbooks can facilitate learning that teachers and students use to increase students' knowledge and experience (Tomlinson, 2004) and make it easier for students and teachers in the learning process (Muchlis, 2016). According to Cunningsworth (1995) the existence of Indonesian language textbooks gives students; 1) sources of oral and written presentation material that provide opportunities for students to repeat lessons or learn new material. 2) a source of training activities and communicative interactions, 3) a syllabus that reflects the learning objectives that have been set, 4) a source of stimulating ideas in learning activities.

Research findings also found that the majority of student respondents stated that the textbooks used in schools were still not in accordance with students' needs. Students' needs that are not appropriate for the textbooks used are related to the content and presentation of the material. The material presented in textbooks tends to be monotonous and uninteresting (Masrura, Rustam, & Suryani, 2022). In fact, the attractiveness of the material presented can arouse students' interest in studying the material more deeply. This research is also related to the findings of Utami (2018) who found a error in the content of textbooks with the needs of students in the Indonesian SMA/MA/SMK/MAK Curriculum Class 2013. Sari, Nikmah, & Rahayu (2019) also found deficiencies in completeness and depth material in the 2013 SMA/MA/SMK/MAK Indonesian Language Book for Class a day. So additional material is needed to deepen students' understanding.

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The textbooks used are also not in accordance with the skills competency needs of vocational school students. Most topics in textbooks describe general abilities which are not appropriate for Vocational High Schools (Masyhud, 2021). Based on the contents of Indonesian language textbooks, whether in the independent curriculum or the 2013 curriculum, Indonesian language textbooks in vocational schools are not yet in accordance with the competency of the skills program chosen by students (Santi et al, 2022). The existence of Indonesian language textbooks for vocational schools that are not differentiated from books for senior high schools is also a factor in textbooks that do not contain material related to the competency areas of vocational school students (Muti'ah).

As Permendikbud number 22 of 2022 states that the appropriateness of book content based on article 9 paragraph 4 includes: (a) truth from a scientific perspective, (b) conformity with applicable national educational standards and curriculum, (c) conformity with developments in science and technology, (d) suitability to the context and environment, and (e) coherence between parts of the book's content (Kemendikbud, 2022). Based on this article, the Indonesian language textbooks used in vocational schools have met the appropriateness standards for scientific correctness, conformity with applicable national educational standards and curriculum, conformity with developments in science and technology, as well as coherence between parts of the book's content. However, the research results show that Indonesian language textbooks in vocational schools are not yet compatible with the context and environment in work. Thus, SMA/SMK Indonesian language textbooks do not direct students to have the knowledge and skills needed in work to do certain jobs.

CONCLUSIONS

The research results showed that the majority have the same perception on the characteristics of Indonesian language textbooks for vocational school students in the independent curriculum, subject books that contain the need to shape students' language and thinking skills in supporting learning and training in work. However, the implementation and access of Indonesian language textbooks based on the independent curriculum has not been implemented optimally, only 23% of the 17 schools use Indonesian language textbooks based on the independent curriculum and the rest are still using the 2013 Curriculum textbooks. Therefore, vocational school teachers and students There is a real need for Indonesian language textbooks based on an independent curriculum that are in accordance with the skills competencies chosen by students so that learning is carried out in accordance with vocational education which focuses on preparing students for work.

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