

## Feasibility Analysis of Content in Teaching Materials for Indonesian General Courses at Udayana University Bali

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**Abstract:** The current problems show that in the preparation of teaching materials in universities, there are still many inefficiencies found in teaching materials. The purpose of this study is to determine the feasibility of content in Indonesian Public Courses at Udayana University Bali. The method used in this study is descriptive qualitative using content analysis methods. The results of this study show that the feasibility of the content in the teaching materials for Indonesian general courses at Udayana University in 2015 is very feasible to be used as a guide in the learning process which contains an excellent level of completeness of material with a percentage of 100% which is categorized as very feasible, while in the accuracy of the material obtained a percentage of 100%, material supporters obtained a percentage of 95%. This shows the feasibility of teaching materials to be used as reference materials and companions in the student learning process.

**Keywords:** *Teaching Materials; Indonesian courses; Udayana University*

### INTRODUCTION

Education is one form of manifestation of dynamic human culture. Therefore, changes in the field of education are things that should happen in line with changes in the culture of life. The mission of the world of education is to give birth to future generations who have high intellect and create a civilization with strong character. This result is stated in article 3 of Law No. 20 of 2003 concerning the National Education System (Kinanti & Sudirman, 2017: 342). However, the implementation of education cannot be separated from learning, one of which is Indonesian learning.

Indonesian learning is the learning of language skills directed at improving students' ability to communicate both written and oral using good and correct Indonesian (Solehun, Yulianto, & Suhartono, 2017: 329). In Indonesian learning it is necessary to perform basic skills that need to be understood including reading, writing, listening and speaking. To learn Indonesian well, it is also important to understand the grammar, vocabulary, culture, and customs of the language (Firdaus, Samhati, & Suyanto, 2014). Nasution (2017: 10) said that many methods can be used to learn Indonesian, such as audio-visual methods, learning through games and interactive activities, and online learning through online language learning platforms. In addition, there are also many Indonesian learning resources, such as books, magazines, and websites that specialize in Indonesian. Keep in mind that learning Indonesian requires time and means such as learning materials in accordance with the curriculum applied. In the implementation of Indonesian learning, it is inseparable from the teaching materials used as a guide in learning.

Teaching materials are materials used as aids in learning whose purpose is to support student learning success or student understanding of the subjects taught. According to Putri & Sudirman (2017: 333) said that teaching materials are books that are used as a reference for teachers and students in learning activities. Therefore, learning materials should be inspected prior to use to ensure that they meet quality and feasibility standards as effective learning materials. In making teaching materials, it is necessary to consider the curriculum used in Indonesian courses. This is so that competence in learning can support the achievement of Indonesian learning goals in higher education. In this case, Indonesian Courses in Higher Education are regulated in the Decree of the Director General of Higher Education, Ministry of National Education of the Republic of Indonesia No.43 / DIKTI / Kep / 2006 stipulating the substance of the material that must be studied by students. The assessment component in teaching materials includes, content feasibility components, language, presentation, graphics (Ministry of Education, 2008). However, in this study, it is more focused on analyzing the feasibility of content in teaching materials for general Indonesian courses at Udayana University.

The problem of this research is how the purpose of this study is how the feasibility of content in teaching materials for general courses Indonesian at Udayana University Bali. Thus the purpose of this study

is to determine the feasibility of content in teaching materials for general courses Indonesian at Udayana University Bali. This research is very important to do because research on the feasibility of content in teaching materials Indonesian in universities is still rarely done. This makes the author interested in researching more deeply about the feasibility of content in Indonesian teaching materials at Udayana University. With this research, it can provide an overview to the community in the use of teaching materials in higher education because considering that teaching materials are used as a guide for lecturers and students to achieve learning so that the teaching materials used need to be of high quality so that later they can achieve the expected learning goals. The novelty of this study is that research on the feasibility of content in teaching materials for general courses has never been carried out Indonesian so that research can be used as a reference in the selection of teaching materials by paying attention to the feasibility of teaching material content. The reason the author conducted this study is because the Indonesian teaching materials used at Udayana University are very worthy to be used as guidelines and references in the learning process.

Research relevant to this research was conducted by Suhardi (2019) entitled *Ajir Material for Indonesian Courses for the Department of Law*. The results of this study show that the teaching materials for the Indonesian language course majoring in law include material on (1) reading with analysis to find out ideas or reading ideas and assess reading materials, (3) describe an event with legal aspects in written form objectively, (4) write scientific papers, (5) listen, and (6) speak scientifically. The similarity of this research with the research conducted by the author is that they both discuss general Indonesian courses in universities, while the difference is that this study focuses more on the Law Study Program, while the author generally focuses more on teaching materials Indonesian used at Udayana University.

Other relevant research was also conducted by Anggraini (2022) regarding the development of teaching materials for general courses Indonesian as supplements. The results of this study show that the development is carried out in the first stage with a needs analysis which includes (1) the availability and suitability of available teaching materials is inadequate; (2) knowing the supplement of teaching materials needed by lecturers and students; (3) the importance of presenting teaching materials with the objectives achieved; and (4) the use of language that is easy to understand but in accordance with language rules. The second stage is the development of materials as supplements which include (1) the title of teaching materials; (2) the suitability of the form and content of the supplement of teaching materials developed; and (3) the structure of teaching material supplements. The similarity of this research with the author is that both discuss general Indonesian courses in universities, while the difference is that in this research it is more about development, while the author is more about the application of Indonesian in universities.

## **METHODS**

The type of research used in this research is a literature study that can be done by examining research data derived from books whose purpose is to find the problem to be solved. The method used in this study is qualitative descriptive method. According to Sugiyono (2018: 35) defines that qualitative descriptive methods are research methods carried out by researchers to understand the phenomena found so that they can provide solutions. From these solutions, it is then described in depth. The use of this method is expected to support researchers to obtain accurate information about the feasibility of the content of teaching materials for Indonesian general courses at Udayana University.

The data sources used in this study consist of two data sources, namely primary and secondary data sources. Primary data sources are textbook data documents Indonesian Higher Education at Udayana University, while secondary data sources used in this research through books, journals, theses, articles, proceedings, and so on that support and support with research in order to obtain maximum and quality results.

The data collection techniques used in this study used library techniques, listening techniques, and recording techniques. Library techniques are carried out by reading the contents of textbooks Indonesian Udayana University College thoroughly, intensively, carefully, and thoroughly. Then proceed with the listening technique that can be done by marking the data obtained in accordance with the research. The recording technique can be done by recording data obtained from research, from these records then grouped according to their type. Then, present the data, and the final step taken is to draw conclusions.

The data analysis techniques used in this study were carried out interactively and carried out continuously until completion (Nikmah, 2021). In the opinion of Miles and Huberman in Sugiyono (2018: 338) divides analysis techniques into three parts, namely data reduction, data presentation, and conclusions. Data analysis is carried out to obtain the final results of the research which is then supported by theories relevant to the research to obtain maximum results.

## RESULTS

The results of this study show that the feasibility of the content in teaching materials Indonesian Udayana University College obtained a percentage of 78.95% or was in the category suitable for use in the learning process. In determining the feasibility of the inner content in the teaching materials Indonesian Udayana University contains the suitability of the material content, the accuracy of the content, and the support of learning materials. The following will be presented the results of the suitability of the material content, the accuracy of the content, and the support of the learning material.

### 1. Suitability of material content

The suitability of the material content is made the most important thing in Indonesian language teaching materials at Udayana University, this is because the course is used as a compulsory subject so that in the preparation of Indonesian teaching materials at Udaya University, it is necessary to pay attention to the suitability of the material content in teaching materials so that the material content can be relevant. Prastowo (2012: 58-60) In making teaching materials, it is necessary to pay attention to the principles to be used as guidelines in which they contain (1) the principle of relevance in which it contains competency standards in learning, (2) the principle of consistency in which it has harmony and similarity, (3) the principle of adequacy, the point is that when choosing teaching materials should be sought that are adequate to assist students in mastering the basic competencies taught. The suitability of the content of the material with the teaching materials Indonesian it contains the completeness of the material and the depth of the content. The following is a table from the analysis of the suitability of the content of the material with Indonesian teaching materials at Udayana University.

**Table 1. Results of the Analysis of the Conformity of Teaching Material Indonesian Udayana University**

Aspekt	Total Average Score	Levels
Completeness of Material	50%	Very Worthy
Depth of Matter	50%	Very Worthy
<b>Total</b>	<b>100%</b>	<b>Very Worthy</b>

From the table above, it shows that the suitability of the material in teaching materials Indonesian Udayana University obtained a score of 100% with a very decent category. In this case, it shows that the suitability of the content in the teaching materials is very feasible so that the content of the material in the teaching materials is very feasible to be used as teaching materials Indonesian at Udayana University.

### 2. Accuracy of the Material

The accuracy of the material is used as the most important thing in teaching materials because the material presented must be accurate. As stated by Firdaus et al (2014: 4) said that the principle of the accuracy of the material in it contains the existence of (1) accuracy of concepts and definitions, (2) accuracy of principles, (3) accuracy of procedures, (4) accuracy of examples, facts, and illustrations, and (5) social accuracy. Of these five principles, if included in the manufacture of teaching materials, it makes the material presented more accurate. In the accuracy of teaching materials Indonesian at Udayana University which contains accuracy in the selection of discourse, text, images and illustrations, accuracy in theory, accuracy in selection of examples, and accuracy in training. The following is a table from the results of data on the accuracy of teaching materials Indonesian at Udayana University.

**Table 2. Results of Analysis of the Accuracy of Teaching Materials for Indonesian General Courses Udayana University**

Aspects	Total Average Score	Levels
Accuracy in the selection of discourse, text, images, and illustrations	250%	Very Worthy
Accuracy in concepts and theories	25%	Very Worthy

Accuracy in example selection	25%	Very Worthy
Accuracy in training	25%	Very Worthy
<b>Total</b>	100%	Very Worthy

From the table above, it shows that the accuracy of mater in teaching materials Indonesian Udayana University obtained a score of 100% with a very decent category. In this case, it shows that the material presented in the teaching materials is very accurate and very worthy to be used as teaching materials for Indonesian at Udayana University.

### 3. Learning Support Materials

Learning support materials are very important to improve the quality of teaching materials. As stated by Firdaus et al. (2014: 4) that in learning support materials in teaching materials need to pay attention to (1) conformity with the development of science, (2) conformity with features, examples, exercises, references, (3) reasoning, (4) problem solving, (5) interrelationships between concepts, (6) communication, (7) application, (8) material interest, (9) encouraging to find more information, and (10) enrichment materials. As for supporting Indonesian material, five categories were found which contained conformity with the development of science, compatibility with features, examples, exercises, references, development of diversity insight, development of national insight and national integration, did not contain elements of SARA, IPR, pornography and bias. The following is a table from the results of data analysis from supporting materials for teaching materials Indonesian Udayana University.

**Table 3. Supporting Learning Materials for Indonesian Public Courses Udayana University**

Aspects	Average score	Tingkatan
Compatibility with the development of science	15%	Proper
Compliance with features, examples, exercises, references	20%	Very Worthy
Development of diversity insights	20%	Very Worthy
Development of national insight and national integration	20%	Very Worthy
Does not contain elements of SARA, IPR, pornography and bias	20%	Very Worthy
<b>Total</b>	95%	Very Worthy

From the table above, it shows that the supporting materials in teaching materials Indonesian Udayana University obtained a score of 95% with a very decent category. In this case, it shows that supporting materials in learning are very feasible to be used in learning at Udayana University.

## DISCUSSION

The feasibility of the content in teaching materials Indonesian Udayana University College obtained a percentage of 78.95% or was in the category suitable for use in the learning process. The following is a discussion of the feasibility component of the contents of the textbook Indonesian Udayana University.

### 1. Suitability of the Material Description of the General Course Indonesian

The suitability of the material description is a part that describes the measurement of the suitability of the material in Indonesian textbooks in universities. The suitability of the material content determines the quality of teaching materials used as general courses Indonesian in universities that have gone through the assessment of the National Education Standards Agency (BNSP). As for the selection of material suitability in order to support the Graduate Competency Standards (SKL) and Basic Competencies (KD) of general courses Indonesian. As stated by Yuliarti (2020: 81) said that the feasibility of the content can be judged from the completeness of the material, breadth, and depth of the material. The following will be explained in more depth about the feasibility and suitability of the material content in general courses Indonesian in universities at Udayana University Bali. The following will be presented a table of the suitability of the content of the material.

#### **a. Completeness of the material**

The permanence of the material is the exposure of learning materials in teaching materials that have no lack. The completeness of the material in the book contains material that supports the achievement of a complete minimum KD in learning. As stated by Mayandri, Haryadi, & Pristiwati (2022: 123) that in the completeness of the material, it is necessary to pay attention to the components that need to be present in the teaching materials, including a complete description of the material, exercises, feedback, and reinforcement. This is so that the material presented can be complete so as to make it easier for students to learn general course material Indonesian.

As the data found in the Indonesian General Course (MKU) at Udayana University Bali shows that the material presented is complete in which there is discourse, discourse understanding, material description, and discourse implications, The material contains 7 chapters in which are in the form of introduction, spelling, words and terms, sentences, reasoning, paragraphs, and essay planning. The first chapter reviews the nature, function, and variety of Indonesian. The second chapter discusses spelling which aims to allow students to use letters in writing loanwords and punctuation in accordance with EYD guidelines. In the chapter material presented in the form of the nature of spelling, EYD, disadvantages and advantages of EYD, general rules of EYD, some rules that are still often not obeyed. Meanwhile, the third chapter discusses words and terms. The material taught is the difference between words and terms, correct words, wrong words, terms in Indonesian. The fourth chapter contains sentences in which it discusses the meaning of sentences, sentence structure, sentence requirements, true sentences and false sentences, each of which is accompanied by examples so that it makes it easier for students to learn about sentences.

Meanwhile, the fifth chapter deals with reasoning. The material to be taught is about the understanding of reasoning, propositions and terms, forms of propositions, declarative and inductive reasoning. Each material has its own examples, making it easier for students to read General Course books. The sixth chapter of the paragraph discusses the meaning of paragraphs, the requirements for paragraph formation (unity, coherence, and development), the location of topic sentences. which is located both at the beginning of the paragraph, the end of the paragraph, the beginning and end, and the whole paragraph. The seventh chapter discusses essay design in which there are seven subsections that need to be presented to maahasiwa including the specific purpose of essay design material, material that needs to be taught to students about essay design, introduction, steps for preparing scientific writings, systematics of scientific writings, Indonesian in scientific essays, and closing.

The seven chapters in the teaching material contain exercises, feedback, and reinforcement. Of the seven materials in teaching materials, Indonesian is not only limited to theory, but there are real examples presented in teaching materials. This aims to facilitate students' understanding of Indonesian material at Udayana University. In addition to the completeness of the material, there is also an overall practice question located at the very end. This is a form of student training to find out the extent of their understanding of the material. From this exercise, it will be used as feedback that will be given by lecturers to students as a form of reflection on learning so that later learning will be better.

From the data above, it can be concluded that in teaching materials Indonesian Udayana University, the completeness of the material taught is complete. This is because the material contained in Indonesian teaching materials already contains complete material, exercises, and feedback in learning. The percentage of the duration of teaching materials Indonesian at Udayana University is 50%. This shows that the completeness of the material in Indonesian teaching materials is very feasible.

#### **b. Breadth and Depth of Matter**

The breadth of the material presented reflects the description that supports the achievement of all Basic Competencies in learning in higher education. The depth of learning material is determined by actuality, up-to-date, factuality, and variety of topics. The depth of the content or message is reflected by the spirality of developing the learning material.

As the data found in the teaching materials of Indonesian general courses at Udayana University contain the suitability of discourse with text, the quality of discourse with text, and

the quantity of discourse in the text. In the suitability of discourse, it is determined by the level of difficulty and complexity of the discourse text presented which is then adjusted to the level of student understanding which contains the suitability of the selection of discourse presented in teaching materials. The quality of discourse is presented in accordance with the scope to be achieved in learning, while in quantity it is determined by the addition of types of discourse, text, explanations and so on that are in line with the demands of the material taught so that the material displayed becomes more interesting and innovative and motivates students to enjoy learning.

It can be concluded that the teaching materials for general courses Indonesian at Udayana University in the depth of the material are very deep because each of the chapters and sub-chapters is explained in depth accompanied by examples of each subchapter accompanied by in-depth explanations so as to make it easier for students to understand Indonesian learning. The percentage of depth of material presented in Indonesian general courses at Udayana University reaches 50%. The results of the percentage regarding the depth of the material show that the depth of the material is very worthy to be used as a guide for students in learning.

From the explanation above, it shows that the overall percentage in the suitability of the material obtained a total percentage of 100%. This shows that the material presented in the teaching materials in which contains the completeness of the material and the depth of the material is complete because in the suitability of the material contains the completeness of the material, exercises, and feedback, while in the depth of the material contained in the teaching materials is very deep, each of which is explained in detail accompanied by examples and more in-depth explanations so that overall it is very feasible.

## **2. Accuracy in the selection of discourse, text, images, and illustrations**

Accuracy in the selection of discourse, text, images and illustrations determines the quality of the teaching materials used (Firdaus et al., 2014). The higher the percentage, the higher the quality of the teaching materials used. Based on the results of the analysis of accuracy in the selection of discourse, text, images and illustrations obtain a very decent percentage. The following will explain the accuracy in the selection of discourse, text, images, and illustrations in depth:

### **a. Accuracy in the selection of discourse, text, images, and illustrations**

The description of the material based on discourse, text, images, and illustrations presented is in accordance with existing reality by mentioning clear sources and in accordance with the level of understanding of students.

Based on the analysis of the results of accuracy in the selection of discourse, text, images, and illustrations in accordance with the competencies achieved in the material Indonesian Udayana University obtained a percentage of 25% with a very decent category. It is based on seven chapters in teaching materials. The selection of discourses, texts, images, and illustrations presented is in accordance with existing reality by including sources clearly in accordance with the level of understanding of students so that the material and examples presented are more accurate.

The selection of discourses, texts, images, and illustrations of all chapters in this textbook is in accordance with the competencies that must be achieved so that it is useful for the fulfillment of student curiosity, as stated by BSNP the description of material based on the selection of discourses, texts, images, and illustrations presented with competencies that must be achieved by mentioning sources that are clear and in accordance with the level of student understanding so that it is useful for the fulfillment of student curiosity.

### **b. Accuracy in concepts and theories**

The concepts and theories presented to achieve correspond to the prevailing definitions in the fields of linguistics and literature, are used precisely according to the phenomena discussed, and do not cause much interpretation.

Based on the results of accuracy in concepts and theories in teaching materials Indonesian Udayana University obtained a percentage of 25% with a very feasible category to be used in the learning process. This is based on an assessment of seven chapters in the textbook. The concepts and theories presented are accurate in accordance with the applicable definitions in the fields of

linguistics and literature, used appropriately in accordance with the phenomena discussed, and do not cause multiple interpretations of both concepts and theories presented.

**c. Accuracy in sample selection**

Descriptions and examples through discourse, text, images, and illustrations instill a sequence of concepts from easy to difficult, from concrete to abstract, from simple to complex, from familiar to development. The examples presented contain the advantages of moral values such as example, honesty, responsibility, discipline, cooperation, and tolerance.

Based on the results of the analysis of accuracy in the selection of examples in teaching materials Indonesian Udayana University obtained a percentage of 25% with the category very feasible to be used in the learning process. This is based on an assessment of seven chapters in the textbook. As stated by BSNP, the description of examples through discourse, text, images, and illustrations instills a sequence of concepts from easy to difficult, from concrete to abstract, from simple to complex, from known to the development in accordance with the competencies that students must achieve. The examples presented contain the superiority of moral values such as example, honesty, responsibility, discipline, cooperation, and tolerance.

**d. Accuracy in training**

Training, assignments, and questions submitted can measure students' material mastery abilities. Based on the results of the analysis of accuracy in the selection of examples in teaching materials Indonesian Udayana University obtained a percentage of 25% with the category very feasible to be used in the learning process. This is based on an assessment of seven chapters in the textbook. Chapters that have fully met the indicators of training, assignment, and assessment according to the demands of authentic assessment are in chapters 1, 2, 3, 4, 5, 6, and 7. As stated by BSNP, the proposed training, assignments, and assessments can measure students' mastery of knowledge (oral tests, written tests, assignments), attitudes (observation, self-assessment, inter-participant assessments, journals) and skills (practice tests, projects, portfolios) according to authentic assessment demands. It can be concluded that the material presented in the teaching materials of MKU Indonesian Udayana University Bali is very accurate with the trainings presented so as to increase relevance in student training so as to facilitate student understanding.

From the discussion about the accuracy of the material in teaching materials Indonesian universities, Udayana University obtained a score of 100%. This can be seen from the accuracy of the selection of discourse, text, images, and illustrations, accuracy in concepts and theories, accuracy in the selection of examples, accuracy in training which each obtained a percentage of 25% with the category very worthy to be used as material in Indonesian learning at Udayana University.

**3. Supporting Material in Teaching Materials Indonesian**

As stated by Muslich (2010: 295-297) said that in supporting learning, it is necessary to pay attention to indicators of learning support materials including conformity with the development of science and technology, the recency of features, examples, and references, reasoning, problem solving, the relationship between concepts, communication, application, material interest, encouraging to seek further information, enrichment material. The following will be explained in more depth about the supporting materials in Indonesian teaching materials found at Udayana University.

**a. Compatibility with the Development of Science and Technology**

According to Putri & Sudirman (2017: 343) said that the material presented in the textbook includes examples, exercises and bibliography must be in accordance with current conditions and in accordance with the development of technological science. This means that the material presented is tailored to the needs of students and lecturers. In this case, the material presented must be up to date in accordance with the development of science, technology, and art (IPTEK) that is relevant to the level of student understanding.

The results of this research analysis show that the material presented is up-to-date. However, less emphasis in the field of technology is only a few chapters I associate in technology so that the material presented in teaching materials Indonesian Udayana University needs to develop science and technology so that the material presented is more relevant to the development and

level of understanding of current students. Magdalena, Prabandani, & Rini (2020: 80) said that the teaching materials used need to be adjusted to current technological developments so that the material presented can be relevant to developments. For this reason, teaching materials need to be adjusted to the times.

It can be concluded that the suitability of the material with the development of science is appropriate because the material presented is up to date with the times. However, the suitability of the material with technology is still lacking so that there needs to be improvements in teaching materials to be able to adjust to technological developments so that the material contained in the teaching materials for Indonesian courses at Udayana University can be relevant to the times. The percentage of conformity with the development of science and technology reaches 15%. The results of this percentage show that the support of the material presented in the suitability of science and technology is still not feasible so that improvements need to be made in linking the material with technological developments to be relevant to current developments.

**b. Feature example, exercise, reference, suitability**

According to Putri & Sudirman (2017: 344) said that the material presented must be in accordance with existing features, examples and references. This aims to be used as an addition in explaining the material presented. The three indicators used describe the current phenomenon. A good and use-worthy reference is a reference that last five years to a textbook. In addition, the description of features/examples/exercises reflects existing events and occurrences.

The results of data analysis in the Udayana UUniversitas Indonesian course show that features, examples, exercises have reflected events and events contextually related to daily life so that students can imagine, study, or learn. In addition to everyday life also contains personal experiences, heard or seen in his life. In addition, the examples shown correspond to current conditions.

It can be concluded that the compatibility between features, examples and references with the material is very relevant because the material presents features, examples and references that are in accordance with the life experienced by students so as to provide ease in understanding Indonesian material to students. The percentage of material suitability with features, examples, and references reaches 20%. This shows that material supporting data regarding features, examples and references is very feasible and in accordance with student life so as to facilitate the understanding of Indonesian material at Udayana University.

**c. Development of Diversity Insights**

In developing insight into the diversity of materials, exercises, or examples presented through discourses, texts, images, and illustrations can open students' insights to recognize and appreciate cultural differences, opinions, appearances, and ancestral relics of the nation's culture, recognize the distribution of natural diversity and living things, as well as regional uniqueness.

Based on the results of data analysis on the development of diversity insights in teaching materials Indonesian Udayana University obtained a percentage of 20% or is very suitable for use in the learning process. This is based on an assessment of seven chapters in the textbook of Indonesian general course which contains the development of diversity insights in textbooks that have been seen in examples of texts that are local cultural wisdom. Textbooks have also tried to guide students to appreciate cultural differences, opinions, performances through practicing in pairs and discussing in groups to foster mutual respect.

**d. Development of National Vision and National Integration**

Materials, exercises, or examples presented through discourses, texts, images, and illustrations can give birth to students' thinking awareness to be proud of using Indonesian so that it can generate a sense of togetherness in building nationalism and strengthening the identity of the Indonesian nation (Ringo, R, & Pangaribuan, 2021: 27).

Based on the results of data analysis on the development of national insight and national integrity in teaching materials Indonesian universities at Udayana University obtained a percentage of 20% or was in the category of very feasible to be used in the learning process.



This is based on an assessment of seven chapters in teaching materials Indonesian at Udayana University. This book presents chapters that meet a complete record of indicators for the development of national insight and national integration, as stated in BSNP materials, training, or examples presented in through discourses, texts, images, and illustrations that can give birth to students' awareness of thinking to be proud to use Indonesian so as to generate a sense of togetherness in building nationalism and strengthening the identity of the Indonesian nation. By presenting current issues, historical, literary, and cultural aspects, In addition, the existence of teaching material books Indonesian Udayana University can provide a strong foundation for students in developing national insight.

**e. Does not contain elements of SARA, IPR, Pornography and Bias (gender, region, etc.)**

The materials, exercises, or examples presented through discourse, text, images, and illustrations do not contain elements of SARA, IPR, pornography, and bias (gender, region, etc.) (Ringo, R, & Pangaribuan, 2021: 28).

Based on the results of data analysis of teaching materials Indonesian Udayana University does not contain elements of SARA, IPR, pornography, and bias (gender, region, etc.) obtained a percentage of 20% or is in the category of very suitable for use in the learning process. This is based on an assessment of seven chapters in teaching materials Indonesian Udayana University. All materials, training, or examples presented through discourses, texts, images, and illustrations in this textbook do not contain elements of SARA, IPR, pornography and bias (gender, region, and so on).

Based on the results of data from supporting learning materials Indonesian Udayana University obtained a percentage of 95% which is in the very decent category. The results of this percentage were obtained from the suitability of the material with the development of science and technology which obtained a percentage of 15%, the suitability of features/examples/exercises/references which obtained a percentage of 20%, the development of diversity insights which obtained a percentage of 20%, the development of national insight and national integration which obtained a percentage of 20%, and did not contain elements of SARA, IPR, pornography and bias (gender, region, etc.) which obtained a percentage of 20%. This shows that in supporting data, learning materials Indonesian Udayana University are very feasible and very relevant to support learning.

## **CONCLUSION**

Based on the results and discussion above, it can be concluded that the overall feasibility of the content in the teaching materials for general courses Indonesian universities of Udayana University in 2015 is very feasible with a fairly maximum level of completeness, suitability, accuracy in the year. The percentage of material suitability in Indonesian teaching materials in Udayana obtained a percentage of 100%, while in the accuracy of material in Indonesian teaching materials in Udayana obtained a percentage of 100%, while in supporting material in teaching materials Indonesian in Udayana obtained a percentage of 95%. This shows the feasibility of the material to be used in learning. Thus, the teaching material book Indonesian Public Courses Indonesian Udayana University in 2015 can be used as reference material and companion material in the student learning process. With this research, it can contribute in providing input, insight, and views to the community, especially in the field of academics in the field of curriculum and making teaching materials regarding the feasibility of content in teaching materials for courses Indonesian universities so that in the future in making teaching materials can be better and in accordance with the curriculum set by the government in accordance with technological developments. In addition, the author expects constructive suggestions from readers and future researchers, so that they can be used as material for evaluation and improvement in future research.

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