

Literation of *Kebinekaan* in Indonesian Text Books for Senior High Schools

Miftakhul Huda^{a,b*}, Abdul Syukur Ghazali^c, Wahyudi Siswanto^d, Muakibatul Hasanah^e, ^aUniversitas Muhammadiyah Surakarta, Indonesia, ^bMahasiswa Universitas Negeri Malang, Indonesia, ^{c,d,e}Universitas Negeri Malang, Indonesia, Email: ^{a,b*} miftakhul.huda@ums.ac.id, ^c a.syukur.fs@um.ac.id, ^d wahyudi.siswanto.fs@um.ac.id, ^e muakibatul.hasanah.fs@um.ac.id

This study has the objective to examine the *kebinekaan* in the components of the Indonesian Textbooks in senior high schools. This type of research is quantitative. A quantitative research is carried out to find the results of the research being investigated by using data in the form of numbers as a tool for analysing information about objects, which then is interpreted in descriptions. The data in this study are words, sentences, images, and discourse that show *kebinekaan* and are the component in Indonesian senior high school textbooks. The data source of this research is Indonesian senior high school textbooks. Technique of data collection used, consisted of questionnaires, literature study, and documentation. Data analysis is performed to process data into information, which makes data to be easily understood and useful by others, to answer problems related to research activities that have been carried out. Data analysis in this research was carried out in several stages, namely identifying the quality of textbooks based on Geene and Petty's theory, tabulating, interpreting data, and formulating a spirit of unity in the textbooks. The results showed that the level of *kebinekaan* in textbooks are seen from the building elements, namely point of view, clarity of concepts, relevance to the curriculum, interest, are motivating, stimulate learning activities, illustrative, easy to understand, supporting other lessons, respecting individual differences, stabilising values, provide an understanding of differences, appreciate achievement, anti-*sara*, and prioritise unity. The highest part of them is respecting differences of opinion and the use of Indonesian. The part with the lowest *kebinekaan* level includes cover selection, tolerance of ethnic differences, and sample of readings.

Key words: Literacy of *kebinekaan*, Indonesian textbooks, senior high school (SMA).

Introduction

The spirit of *kebinekaan* of students is very important. Students who have a spirit of *kebinekaan* within themselves will become good personalities and can work together, and respect each other in the context of Indonesia. The *kebinekaan* literature manifested in the building blocks of Indonesian textbooks will be beneficial to the transformation and development of the *kebinekaan* potential within students. The forms of literacy of *kebinekaan* that exist in textbooks include presenting a spirit of unity that stands on the differences of ethnic groups, which includes languages, beliefs, and ways of life. This research is very important in providing views on the philosophical basis of textbook development. Indonesia, which is a heterogeneous country with diverse tribes, religions, and languages, is very vulnerable to horizontal conflicts. The single spirit of *kebinekaan* is one of the solutions to prevent and overcome conflicts. Through the spirit of *kebinekaan*, the community applies a tolerance of living above differences.

On September 23, 2019 there were riots in Wamena, Papua, Indonesia. The riots resulted in the loss of 33 lives (Kompas, 2019 a). Kompas (2019 b) reported that the cause of the riots was hoax news about racist statements from a teacher. This shows that *kebinekaan* literacy is very important for national life. Literacy will make students and the community to be not easily provoked by circulated news. *Kebinekaan* literacy makes people tolerate heterogeneity and realise the importance of unity. The narration delivered by Kompas also shows that literacy of *kebinekaan* must begin in the school environment. Efforts to raise *kebinekaan* literacy in schools can be started in textbooks. Textbooks are used to support and enhance learning activities carried out by students in both junior and senior high schools. Students are helped by the existence of the textbooks because the learning process and student self-development are more planned. Textbooks are learning tools that can support the teaching process in schools (Westbrook and Holt, 2015). Textbooks are an important part of learning (Sun & Yang, 2015). Books play an important role to help teachers determine the materials that will be delivered, facilitate students to be able to learn the materials that have been delivered or prepare something for tomorrow's materials. In other words, the textbooks act as a provider of teaching materials, alternative student learning, and make it easy for teachers to carry out the teaching-learning process. Ministerial Regulation no. 11 of 2005 describes the books used in learning as textbooks. Textbooks are a medium for instructional learning, which is usually used in the classroom, with curriculum guidelines as well as an education system (Stock & Eik-nes, 2016).

Textbooks are books that contain racial recollections of thoughts formed and organised to fulfill instructional goals and purposes (Ranker, 2019). Books have different standards and each subject has several types, namely the main books and additional books or supplements. Assessing textbooks has a foundation that is their elements, namely the author and his

background, the material or content, the sentences used, understanding of meaning, presentation of content, instructor objectives, practices and exercises, differences in users and writers, physical instructors, differences in achievement, and problems (Partington, 2017) (Tsybulsky & Muchnik-rozanov, 2019). Greene and Petty argue that the preparation of textbooks is said to be qualified if they meet the following requirements, namely illustrative books, the author's point of view, the concepts used, is relevant to the curriculum, there are appropriate values, provide interesting reading, easy for students to understand, arouse motivation, stimulate student activities, respect differences, and relate to other subjects.

Textbooks as a learning tool should be easy to understand for teachers or learners (Brooks, 2016). Therefore, textbooks should provide accurate and clear information, by displaying sentences that are obviously clear in meanings, not confusing, and do not give ambiguous meanings. Sentences for the preparation of textbooks must be in accordance with applicable language rules, so as not to confuse students when using them in the learning process. An important factor of textbooks to determine the main mission in supporting the learning process, is the language (Turner, 2012). By using language indicators in textbooks, the teachers are able to determine which textbooks are easily understood or not easily understood by readers.

Textbooks with ambiguous sentences will prevent students from understanding the information in them (Shao & Purpur, 2016). Therefore, to fulfill the expected textbooks' requirements, it is necessary to pay attention to the level of readability in accordance with the level of ability and reasoning of students. The level of readability of textbooks is highly influential on students' interest in reading and motivation. The level of readability is also believed to determine whether or not the textbook is easily understood by the students (Neumann & McDonough, 2014). It means, textbooks that have high readability will be easily understood by students, and vice versa, textbooks that have low readability will be difficult to understand by students (Pastore, 2019). Textbooks that are easily understood by students are able to accelerate the learning process.

The focus of this research is the structure of Indonesian senior high school (SMA) textbook builders that shows *kebinekaan*. *Kebinekaan* in textbooks is very useful for the development of students' abilities. Students will find it easier to understand the contents of textbooks and the concept of material contained in them (Steinerov, 2016). This is due to the closeness between students' cultural backgrounds and the context of the materials wrapped in the same culture as students. Indonesia consists of heterogeneous societies with different identities in languages, ethnicities, and religions.

Besides being able to help students in the learning process, textbooks are also be useful in shaping students' character, such as fostering a sense of loving unity and national unity

(Huang, 2017). Pancasila is the life guide of the Indonesian people. Therefore, the inculcation of *kebinekaan* is very important for the continuity of the nation and state. It is not only important for appreciating differences, but also for fostering a love of unity and oneness in schools and community environment to create a peaceful and serene life (Frisson, 2015). It is important for students to understand the value of unity, including being able to create a sense of comfort, security, and fun in the school environment, create a good and quality person, avoid fighting between students, increase harmony and care for one another, have mutual respect and respect for other people's differences, enhance the sense of nationalism, and develop tolerance.

Literature Review

Pérez and Nagata (2019) in a study entitled "The Digital Culture of Students of Pedagogy Specialising in the Humanities in Santiago de Chile." explains the digital culture of students who specialise in learning the humanities. In digital culture students still need textbooks. A textbook must have a foundation, principles and point of view underlying the textbook and must be clear in order to be interpreted by students and develop a digital culture.

Vaughan (2018) conducted a study entitled "'We Talk in Saltwater Words': Dimensionalisation of Dialectal Variation in Multilingual Arnhem Land". The study explained that multi-speakers showed increasingly unclear dialect variations. It means, multi-linguists find it difficult to mimic dialects precisely in each language that is mastered. Even so, being a multi-speaker will develop one's cognitive ability and being a multi-speaker can be prepared from the materials in the textbooks. The materials contained in the textbooks must meet several criteria, namely being systematic and logically structured, providing varied exercises according to students' abilities, stimulating student activities, and containing the present situations (Rincon-Flores et al., 2018).

Soyinka, Wai, and Siu (2018) conducted a study entitled "Informality, Housing Insecurity, and Social Exclusion; Concept and Case Study Assessment for Sustainable Urban Development." The study examines sustainable urban planning. The plan also includes a study of vulnerability. In establishing urban planning, although vulnerability is included in the study, attractiveness also needs to be considered as interesting in textbooks. The attractiveness of textbooks is related to the interest of the readers, the density of ideas in reading, and the assessment of the aesthetic format of the writing styles.

Smith (2016) in a study entitled "Turning Language Socialization Ontological: Material Things and The Semiotics of Scaling Time in Peruvian Aymara Boyhood." explains that the meaning of a word in semiotics can change at a certain time span. Therefore, in the preparation of textbooks, writers must pay attention to these things so that textbooks can be

enjoyed by students. Textbooks that initially could not attract the interest of readers are now designed to be as interesting as possible so as to create much greater curiosity and willingness to read it, even to be happy to do what is illustrated in the book (Akkuzova et al, 2018).

Davis and Davis (2017) conducted a study entitled "Approaching Conversational Humour Culturally: A Survey of the Emerging Area of Investigation". The study states that the use of language is very effective in creating a pleasant impression. Thus, the function of language in stimulating one's feelings and activities is very big, including language in textbooks. Good textbooks have certain criteria, one of which is to stimulate students' activities and avoid vague and unusual concepts so as not to confuse the readers.

Singer (2018) in a study entitled "A Small Speech Community with Many Small Languages: The Role of Receptive Multilingualism in Supporting Linguistic *Kebinekaan* at Waruwi Community (Australia) explains that multi-linguists support the *kebinekaan* of perceptions in a speech. Therefore, illustrations are needed as a bridge to understand the speech. Illustrations make it easy for listeners or readers to understand the illustrations of the stories.

Silverstein (2015) conducted a study entitled "How Language Communities Intersect: Is 'Superkebinekaan' an Incremental or Transformative Condition?". In the research, it was conveyed that the transformation of conditions can occur in language, including words used by the authors. Texts mean the texts in the form of words from the authors and are used as a basis for giving lessons.

Raia (2018) conducted a study entitled "Learning, Culture and Social Interaction Identity, Tools and Existential Spaces". The research states that language can be an identity in a social interaction. The procedure in the formation of culture also has a core line of language. Procedure is a sequence of activities carried out with certain rules. Therefore, the use of language is very important in cultural interactions.

Rumsey (2018) in a study entitled "The Sociocultural Dynamics of Indigenous Multilingualism in Northwestern Australia", concludes that socio-cultural dynamics are also influenced by individual values. These individual values are, among others, well-formed characters, intelligent understanding, dignified behaviour, and others.

Research Methods

Type of Research

This study is a quantitative research. Quantitative research is carried out by the process of finding the results of research that is being carried out by using data in the form of numbers

as a tool to analyse information about what we want to know, then is interpreted with a description of these findings (Litterio, 2018).

Data and Data Source

The data in this study are words, sentences, images, and discourses that show the value of *kebinekaan* in Indonesian senior high school textbooks. The data source of this research is Indonesian senior high school textbooks.

Technique of Data collection

Techniques used for data collection are questionnaires, literature study, and documentation. Questionnaires were given to Indonesian teachers to see the level of *kebinekaan* in the textbooks. Indonesian language teachers score between 1 and 5 for each point on the instrument. Literature review is in the form of previous studies that function to compare findings. Documentation is in the form of Indonesian textbooks which are the objects of the levels of *kebinekaan* that will be studied.

Technique of Data analysis

Data analysis was performed using ethno-pragmatics, which examines the elements of *kebinekaan* that is spirit and implied, but has a pragmatic purpose for the benefit of unity (Landau, Hodges, and Mctigue, 2019). Data analysis in this research was carried out in several stages, namely identifying the quality of textbooks based on Geene and Petty's theory, tabulating, interpreting data, and formulating a spirit of unity in the textbooks.

Techniques of Data Validity

Credibility is a concept of validity in a qualitative research. A high level of credibility lies in the success of research exploring and describing settings, social processes, or patterns of interactions. A high level of credibility can also be achieved if the participants are involved in recognising correctly about various things in the study. The researcher acts as a key instrument. It means researchers as research participants act directly to observe the *kebinekaan* phenomena contained in the elements of the textbook builder. Dependability is a term of reliability in qualitative research which is the consistency of a measuring instrument. A high level of dependability is achieved by analysing structured data and trying to interpret the results of the study thoroughly so that other researchers will make the same conclusions in using perspective and research data. This study uses the theory of Geene and Petty consistently which is formulated into research instruments so that consistency is guaranteed.

Results of Research

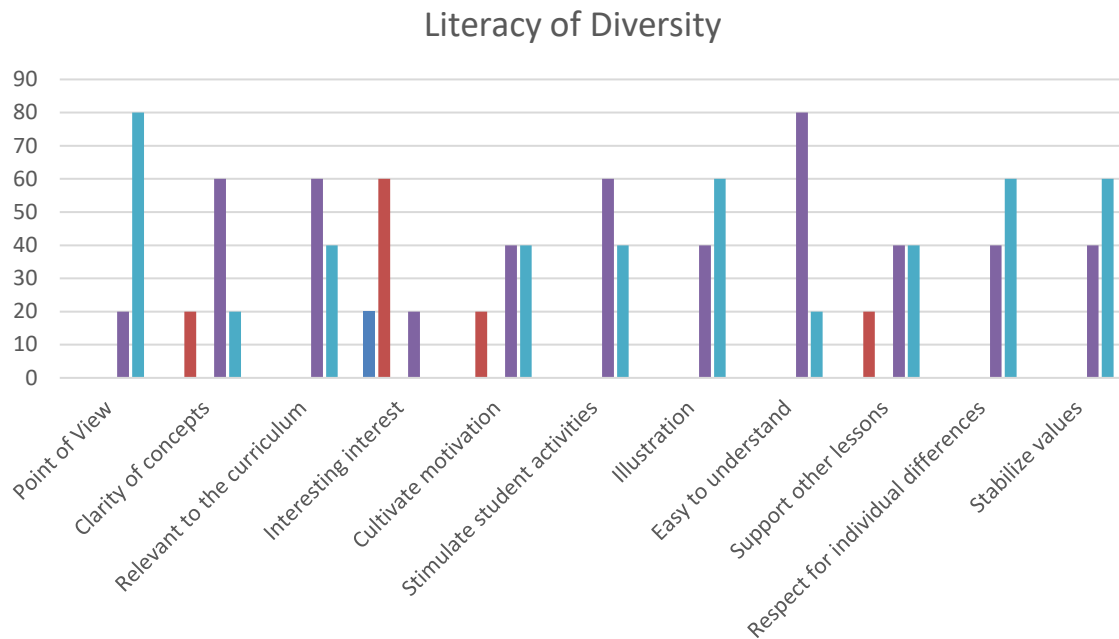
The level of *kebinekaan* in a textbook is seen from the building elements, namely point of view, clarity of concept, relevance to the curriculum, attracting interest, fostering motivation, stimulating learning activities, illustrative, easy to understand, supporting other lessons, valuing individual differences, stabilising values, providing understanding of differences, respecting achievement, anti-*sara*, and prioritising unity. Each component is formulated into a question with the following distribution.

Table 1: Examples of *kebinekaan* levels

No	Criteria	Statement	Level of <i>Kebinekaan</i> (%)				
			1	2	3	4	5
2.	Clarity of Concepts	Text books are clear and agile so students can find out how much and how far they have mastered the subject matter		20		60	20
4.	Interesting	The cover, colour, type and size of letters attract students to read textbooks.	20	60		20	
5.	Cultivating motivation	Text books are able to motivate students to learn together		20		40	40
9.	Supporting other subjects	Examples of readings in Indonesian textbooks are related to other fields.		20		40	40
		The material in Indonesian textbooks provides an opportunity to develop insights into other fields		20		20	40
14.	Do not bring up ethnic, racial and physical differences	Ethnic, racial and physical differences in Indonesian textbooks innovate and train students' creativity		20		20	60

Based on table 1, *kebinekaan* literacy in textbooks is still weak on several sides, including not mentioning ethnic, racial, and physical differences. Attitudes that sharpen ethnic and racial differences is part of the non-literacy *kebinekaan* because one of the principles of *kebinekaan* is to respect and not question ethnic differences. The percentages in the table indicate levels of *kebinekaan* that indicate number 1 means the level of *kebinekaan* is very low, while number 5 means the level of *kebinekaan* is very high. Overall, *kebinekaan* literacy in Indonesian senior high school textbooks is presented in the following figure.

Figure 1. *Kebinekaan* literacy in Indonesian textbooks



Kebinekaan literature in textbooks shows diverse variations, the highest part of which is respecting differences of opinion and the use of Indonesian. The part with the lowest *kebinekaan* levels include cover selections, tolerance of ethnic differences, and sample readings.

Discussion

Viewpoints

Class IX Indonesian Textbooks Page 48-49

In the text entitled '*Demonstrasi Massa*' there is an excerpt '*teks karena merasa dibiarkan, hak-haknya diingkari, bahkan dinistakan, kemudian mereka berusaha untuk menunjukkan jati dirinya dengan cara berdemonstrasi. Sebuah buku teks harus memiliki landasan, prinsip dan sudut pandang yang melandasi buku harus jelas.*' (Pérez and Nagata 2019). In the text excerpt titled '*Demonstrasi Massa*' above there are words that are not in accordance with the concept of learning and the selection of the text is not really appropriate in accordance with the level of students who are sensitive to discuss those terms in the learning process in class XI of senior high school.

Clarity of Concept

Indonesian Textbooks Class XII Page 59

Quote: *‘Rasanya mustahil kalau pemerintah, dalam hal ini Menko Ekuin dan Menteri BUMN tidak tahu, tidak diberi tahu serta tidak dimintai pandangan, pendapat, dan pertimbangannya’*

The materials contained in the textbook must meet several criteria, namely systematic and logically structured, providing varied exercises according to students' abilities, stimulating student activities, and containing the present conditions (Vaughan, 2018). In the above quotation the writing is not arranged logically and systematically because there is an ineffective use of sentences as in the sentence *‘Menteri BUMN tidak tahu, tidak diberi tahu serta tidak dimintai pandangan, pendapat, dan pertimbangannya’*.

Attracting Interests

Cover, colour, type, and size of letters attract students to read textbooks.
Class XII Indonesian Textbooks Page 31

Figure 2. Attractiveness of Book



Sumber: <http://www.sheratanbandung.com/en/asianafricanconference2015> dan www.goodreads.com

Novel sejarah merupakan sebuah genre yang penting dan sering ditulis di negara-negara Barat. Negara-negara tersebut menanamkan pentingnya sejarah dalam pendidikan. Novel sejarah membantu memperkenalkan dan mengakrabkan suatu masyarakat pada masa lalu bangsanya. Dengan demikian, pendidikan dalam novel dapat menanamkan akar pada bangsanya.

Seorang sastrawan yang sering kali menggunakan fakta-fakta sejarah sebagai latar untuk mengisahkan tokoh-tokoh fiksinya bermaksud untuk mengisahkan kembali seorang tokoh sejarah dalam berbagai dimensi kehidupannya, seperti emosi pribadi tokoh, tragedi yang menyimpannya, kehidupan keluarga dan masyarakat, serta pandangan politiknya. Misalnya, novel *Roro Mendut* versi Manguwijaya dan versi Ajip Rosidi; *Bumi Manusia*, *Jejak Langkah*, *Anak Segala Bangsa*, dan *Rumah Kaca* karya Pramoedya

The attractiveness of textbooks is related to the interest of the readers, the density of ideas in reading, and the assessment of the aesthetic format of the writing style (Soyinka, Wai, & Siu, 2018). Understanding is the level, such as the length of sentences and the frequency of the use of words and sentences, the number of difficult words, and the format of paragraph formation. In the quotation above in the aesthetic evaluation of writing style, the first paragraph should not be italicised, because the use of italics is used by foreign languages, replacing words ‘*atau, tiap, ataupun,*’ and writing letter numbers”.

Encouraging Motivation

Class X Indonesian Textbooks Page 170.

Excerpt: ‘*Pada pembelajaran terdahulu kamu sudah mempelajari struktur dan kebahasaan surat penawaran. Pada pembelajaran mandiri kamu akan membuat surat penawaran barang.*’

Textbooks that were initially unable to attract the interest of readers are now being made as interesting as possible so as to create a much greater sense of curiosity and willingness to read it, even happy to do what is illustrated in the book (Smith, 2016). The book can lead students to grow intrinsic motivation. Based on this research, it is found that most of the textbooks used can foster students' motivation to learn independently but not learn together.

Stimulating Student Activities

Class XI Indonesian Textbooks Page 34 point D

‘*Jadikanlah pendapat-pendapat semua kelompok itu sebagai dasar untuk menyusun sebuah pendapat kelas tentang hasil analisis terhadap teks tersebut!*’

A good textbook has certain criteria, one of which is to stimulate student activity and avoid vague and unusual concepts so as not to confuse readers (Davis & Davis, 2017). In quoting the statement, the words used are too long-winded and make it difficult for students to understand the essence of the statement.

6. Illustrative

Indonesian high school textbook grade XI Page 84

Figure 3. Illustration in textbook

Teks 2

Cara Membuat Obat Tradisional Insomnia



Sumber: <http://lh3.googleusercontent.com/>
Gambar 3.4 Obat tradisional perlu dilestarikan pemakaiannya.

Anda mengalami insomnia (tidak bisa tidur)? Nenek moyang kita mewariskan resep tradisional untuk penderita insomnia.

Bahan :

- 5 potong akar kelapa hijau masing-masing 4 cm
- 600 cc air

84

Kelas VII SMP/MTs

Illustration makes readers easy to understand story illustrations (Singer, 2018). The concept of the image is easy to see, attracts attention, and makes it easy for the audience to recognise the intended location.

Supporting Other Subjects

Examples of readings in Indonesian textbooks not related to other fields. Indonesian senior high school textbook grade XI Page 7

‘Setiap hari kita selalu melakukan suatu kegiatan, misalnya membaca buku, naik kendaraan, menggunakan alat-alat elektronik, dan melayani tamu. Agar dapat melakukannya dengan benar, kita memerlukan serangkaian petunjuk melakukan kegiatan tersebut. Banyak istilah yang digunakan untuk menyebut petunjuk-petunjuk itu. Ada yang menyebutnya kiat,tips,

resep, cara jitu, dan sebutan lainnya. Mari kita sebut saja semuanya itu dengan istilah prosedur.

In the *Kamus Besar Bahasa Indonesia* (main Indonesian dictionary), the procedure means the activity stage to complete an activity. Text means the text in the form of words from the author and is usually used as a basis for giving lessons (Silverstein, 2015). The procedure text itself can be interpreted as a text that contains the stages of activities to complete certain activities. The writing of the procedure text is intended to help the readers to understand how to carry out an activity appropriately.

Procedure is a sequence of clerical activities usually involving several people in a department or more, which is made to ensure uniform handling of company transactions that occur repeatedly (Rosa, 2016). From this statement, when compared with the sample readings contained in the Indonesian XI grade textbooks, the XI class is very opposite and contradictive; in the textbook it is stated that the procedure means the stages of activities to complete an activity.

Text means the text in the form of words from the author and is usually used as a basis for giving lessons. Procedure text can be interpreted as a text that contains the stages of activities to complete a particular activity. The writing of the procedure text is intended to help the readers understand how to do an activity appropriately. Procedure is the sequence of activities carried out with certain rules (Raia, 2018), not as written in Indonesian high school textbook grade XI, which states that the writing of the procedure text is intended to help the reader to understand how to carry out an activity properly, not to guarantee uniform handling of company transactions that occur repeatedly.

Establishing Values

Indonesian senior high school textbook Grade XI Page 27

'Mungkin ketika kita melihat orang lain sukses tetapi kita tidak, tiba-tiba terpikir pernyataan berikut dalam pikiran 'mengapa saya tidak seperti dia?' pernyataan menggugat seperti itu bisa terjadi secara terus-menerus dalam hal lainnya.'

Individual value is a person's ability to cultivate and exploit the advantages that exist in themselves which are different from other individuals. These individual values are, among others, well-formed characters, intelligent understanding, dignified behaviour, and others (Rumsey 2018). Character is an attribute or characteristics that shape and distinguish individual personalities, ethical characteristics, and mental complexity of a group or nation (Rosaler & Harlander, 2019).

From these statements, when compared with a piece of sentence review contained in the textbook, it is very contradictory, and the differences that exist in each individual are not an obstacle to the achievement of an ideal and dream of life. Character is a characteristic that shapes and distinguishes personal, ethical and mental complexity. Success can be achieved by using the advantages and strengths of talent that are owned by someone without having to have the desire to be the same as others.

Providing Understanding of Differences

Indonesian Senior High School Textbook Class XI Page 109.

'Pak, pohon pepaya di pekaranganku telah dirobohkan dengan tak semena-mena, tidaklah sepatutnya hal itu kulaporkan?'

Tolerance is an action or an attitude which forms respect and allows a statement, opinion, views, beliefs and others that are different from his own opinion (Boge, 2019). Tolerance between human beings is to respect opinions about the thoughts of others who are different from us, and to help one another of fellow human beings regardless the ethnicities, races, religions and inter-groups.

From the statement, if it is related to a piece of sentence review contained in a textbook which is very contradictory, actually the differences of opinion found in each individual are not a barrier to respect each other's opinions that are different from the individual's own opinion. Tolerance is a tolerant attitude or nature in the form of respecting and allowing an opinion, statement, view, belief and others that are different from his own opinion. To achieve comfort and harmony between human beings, it can be done by increasing the value of tolerance between human beings and accepting opinions from others, not only concerned with momentary satisfaction without thinking about the impacts that will occur (Ariel & Iris, 2019).

No Mention of Racial, Ethnic and Physical Differences

Indonesian Language Textbook Class X Page 9

'Para walisongo, penyebar agama Islam di Jawa sudah membagi wayang menjadi tiga. Wayang kulit di Timur, wayang wong atau wayang orang di Jawa Tengah, dan wayang golek atau wayang boneka di Jawa Barat.'

Multicultural education is defined as social policy in accordance with the principles of maintaining cultural groups in society (Camp 2002). Supposedly, in Indonesian reading

textbooks, this must also include other religions, but in Indonesian reading textbooks only one religion is discussed.

Upholding Unity

Indonesian Textbooks Class X Page 187

‘Menurut saya tawuran antar pelajar terjadi tidak saja karena karakter anak-anak yang cenderung brutal. Televisi dan internpun bebas menyajikan berbagai aksi brutal yang membuat anak-anak tergoda untuk meniru.’

Indonesian/ Bahasa Indonesia is a language that cannot be separated from the struggle of the Indonesian people to achieve further independence (P et al., 2017). The Indonesian/ Bahasa Indonesia, which originated from the Malay language, unites (glues various Indonesian people who are different in the fields of ethnicities, races, religions, customs, and other elements).

Closing

From the results of the research above, it can be concluded that literacy of *kebinekaan* has already existed in textbooks, but certain parts still have weaknesses, including ethnic, racial, and physical differences in Indonesian textbooks, that are less innovative and practise the students' creativity. Indonesian textbooks have readings that do not develop individual value.

Indonesian textbooks do not pay attention to differences that exist by upholding the attitude of tolerance among human beings. Indonesian textbooks need to be arranged in a unique way. This specificity is an element of *kebinekaan* in each component, namely clear concepts, interrelationships between lessons, motivation, curriculum relevance, and illustrations.

REFERENCES

- Ariel, C., & Olimpia, I. (2019). No Communication without Manipulation : A Causal-de Fl
Ationary View of Information. *Studies in History and Philosophy of Science*, 73, 34–
43. <https://doi.org/10.1016/j.shpsa.2018.06.003>.
- Boge, F. J. (2019). The Best of Many Worlds , or , Is Quantum Decoherence the
Manifestation of a Disposition ?. *Studies in History and Philosophy of Modern Physics*
(xxxx), 1–10. <https://doi.org/10.1016/j.shpsb.2019.02.001>.
- Brooks, M. D. (2016). Tell Me What You Are Thinking’: An Investigation of Five Latina
LTELs Constructing Meaning with Academic Texts. *Linguistics and Education*, 35, 1–
14. <http://dx.doi.org/10.1016/j.linged.2016.03.001>.
- Camp, S. M. (2002). The pleasures of resistance: enslaved women and body politics in the
plantation South, 1830-1861. *Journal of Southern History*, 533-572.
- Davis, M., & Davis, M. (2017). Approaching Conversational Humour Culturally : A Survey
of the Emerging Area of Investigation. *Language & Communication*, 1–9.
- Frisson, S. (2015). About Bound and Scary Books: The Processing of Book Polysemies.
Lingua 157, 17–35. <http://dx.doi.org/10.1016/j.lingua.2014.07.017>.
- Huang, J. C. (2017). What do subject experts teach about writing research articles? An
exploratory study. *Journal of English for Academic Purposes*, 25, 18-29.
- Kompas. (2019a). Ini Penyebab Kerusuhan di Wamena Papua, Berawal dari Kabar Hoaks di
Sekolah. Diakses di laman:
<https://regional.kompas.com/read/2019/09/23/13330021/ini-penyebab-kerusuhan-di-wamena-papua-berawal-dari-kabar-hoaks-di-sekolah?page=all>. Pada 30 September
2019.
- Kompas. (2019b). Trending #DukaWamena, Jumlah Korban, dan Akhir Pengabdian Dokter
Soeko. Diakses di laman:
<https://www.kompas.com/tren/read/2019/09/28/150500165/trending-dukawamena-jumlah-korban-dan-akhir-pengabdian-dokter-soeko?page=all>. Pada 30 September
2019.
- Landau, K., Tracey, S. H., & Erin, M. M. (2019). A Validation Program for the Self-Beliefs ,
Writing-Beliefs , and Attitude Survey : A Measure of Adolescents Motivation toward
Writing. *Assessing Writing* 39(December 2018), 64–78.
<https://doi.org/10.1016/j.asw.2018.12.004>.



- Litterio, L. M. (2018). Contract Grading in the Technical Writing Classroom : Blending Community-Based Assessment and Self-Assessment. *Assessing Writing* 38(August 2017), 1–9. <https://doi.org/10.1016/j.asw.2018.06.002>.
- Neumann, H., & Kim, M. (2014). Exploring the Relationships among Student Preferences, Prewriting Tasks, and Text Quality in an EAP Context. *Journal of English for Academic Purposes*, 15, 14–26. <http://dx.doi.org/10.1016/j.jeap.2014.05.002>.
- P, Pandu, G. W., Iyon, S., Lily, A., & Andhy, S. (2017). Upaya Meningkatkan Kemampuan Komunikasi dan Pemahaman Konsep Siswa melalui Pembelajaran inkuiri Berbantu Teknik TSTS (pada Materi Gerak Lurus di SMAN 6 Bandung). *Jurnal Wahana Pendidikan Fisika*, 2(2), 27–31.
- Partington, A. (2017). Evaluative Clash, Evaluative Cohesion and How We Actually Read Evaluation in Texts. *Journal of Pragmatics*, 117, 190–203. <http://dx.doi.org/10.1016/j.pragma.2017.06.008>.
- Pastore, S., & Heidi, L. A. (2019). Teacher Assessment Literacy : A Three-Dimensional Model. *Teaching and Teaching Education*, 84, 128–38.
- Pérez, T. A., & Jorge, J. N. (2019). The Digital Culture of Students of Pedagogy Specialising in the Humanities in Santiago de Chile. *Computers & Education*, 133. <https://doi.org/10.1016/j.compedu.2019.01.002>.
- Raia, F. (2018). Learning , Culture and Social Interaction Identity , Tools and Existential Spaces. *Learning, Culture and Social Interaction* (April), 0–1. <http://dx.doi.org/10.1016/j.lcsi.2018.04.014>.
- Ranker, J. (2019). Children’ S Sign-Making and Construction of Signifying Chains in Relation to Texts: Book Interactions as Discursive Processes. *Linguistics and Education*, 51, 46–58. <https://doi.org/10.1016/j.linged.2019.04.001>.
- Rincon-Flores, E. G., Gallardo, K., & Fuente, J. M. D. L. (2018). Strengthening an Educational Innovation Strategy: Processes to Improve Gamification in Calculus Course through Performance Assessment and Meta-evaluation. *International Electronic Journal of Mathematics Education*, 13(1), 1-11. <https://doi.org/10.12973/iejme/2692>
- Rosa, J. (2016). Racializing Language , Regimenting Latinas / Os : Chronotope , Social Tense, and American Raciolinguistic Futures. *Language & Communication* 46(October 2015), 106–17. <http://dx.doi.org/10.1016/j.langcom.2015.10.007>.



- Rosaler, J., & Robert, H. (2019). Naturalness , Wilsonian Renormalization, and ‘ Fundamental Parameters ’ in Quantum Field Theory. *Studies in History and Philosophy of Modern Physics* (xxxx), 1–17. <https://doi.org/10.1016/j.shpsb.2018.12.003>.
- Rumsey, A. (2018). The Sociocultural Dynamics of Indigenous Multilingualism in Northwestern Australia. *Language & Communication*: 1–11. <https://doi.org/10.1016/j.langcom.2018.04.011>.
- Shao, X., & Geraldine, P. (2016). Effects of Information Literacy Skills on Student Writing and Course Performance. *The Journal of Academic Librarianship*. <http://dx.doi.org/10.1016/j.acalib.2016.08.006>.
- Silverstein, M. (2015). How Language Communities Intersect: Is ‘Superkebinekaan’ an Incremental or Transformative Condition?. *Language & Communication*, 1–12. <http://dx.doi.org/10.1016/j.langcom.2014.10.015>.
- Singer, R. (2018). A Small Speech Community with Many Small Languages : The Role of Receptive Multilingualism in Supporting Linguistic Kebinekaan at Waruwi Community (Australia). *Language & Communication*, 1–17. <https://doi.org/10.1016/j.langcom.2018.05.002>.
- Akkuzova, A., Mankeyev, Z., Akkuzov, A., Kaiyrbekova, U., & Baiymbetova, R. (2018). Some features of the meaning “literary text” in the pragmalinguistic aspect. *Opción*, 34(85-2), 20-34.
- Smith, B. (2016). Turning Language Socialization Ontological: Material Things and The Semiotics of Scaling Time in Peruvian Aymara Boyhood. *Language & Communication* 46, 42–50. <http://dx.doi.org/10.1016/j.langcom.2015.10.008>.
- Soyinka, O., Kin, W., & Siu, M. (2018). Informality, Housing Insecurity , and Social Exclusion; Concept and Case Study Assessment for Sustainable Urban Development. *City, Culture and Society* (April 2017), 1–14. <https://doi.org/10.1016/j.ccs.2018.03.005>.
- Steinerov, J. (2016). Information Literacy Studies and Human Information Behaviour. *Information literacy studies and HIB*, 2, 53–69.
- Stock, I., & Eik-Nes, N. L. (2016). Voice features in academic texts—A review of empirical studies. *Journal of English for Academic Purposes*, 24, 89-99.
- Sun, Y. C., & Yang, F. Y. (2015). Uncovering published authors' text-borrowing practices: Paraphrasing strategies, sources, and self-plagiarism. *Journal of English for Academic Purposes*, 20, 224-236.



- Tsybulsky, D., & Muchnik-Rozanov, Y. (2019). The development of student-teachers' professional identity while team-teaching science classes using a project-based learning approach: A multi-level analysis. *Teaching and Teacher Education*, 79, 48-59.
- Turner, J. (2012). Academic literacies: Providing a space for the socio-political dynamics of EAP. *Journal of English for Academic Purposes*, 11(1), 17-25.
- Vaughan, J. (2018). 'We Talk in Saltwater Words': Dimensionalisation of Dialectal Variation in Multilingual Arnhem Land. *Language and Communication*, 1–14. <https://doi.org/10.1016/j.langcom.2017.10.002>.
- Westbrook, C., & Holt, P. (2015). Addressing the Problem of Outside Assistance in Pre-Sessional Writing Assessments. *Journal of English for Academic Purposes*, 18, 78–83. <http://dx.doi.org/10.1016/j.jeap.2015.03.004>.