

The Development of Textbooks in Competency-Based Indonesian Courses

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Abstract

Indonesian language textbooks play a significant role in understanding students, especially in mastering the competence of writing scientific papers following the grammatical rules of the Indonesian language. The learning resource books used so far are still limited to theoretical studies and are not yet competency-based. For this reason, this research aims to develop competency-based textbooks on the Indonesian language at Universitas PGRI Silampari. The research uses the Dick, Carey, & Carey model. The research instruments used were needs analysis sheets, expert validation sheets, and tests. Qualitative data were analyzed by document content analysis, and quantitative data were analyzed by t-test. The results of the development of competency-based Indonesian language textbooks are feasible and effective in use, evidenced by the results of the validity test obtaining a score of 82 or 82%, meaning that the developed teaching materials are suitable for use. Then, from the results of the effectiveness test with the One Sample Test t-test, it was obtained $\text{sig (2-tailed)} = 0.00$, which is less than the value of 0.05, indicating that the textbook was used effectively by students. Thus, textbooks on competency-based Indonesian courses can be used by lecturers and students in studying Indonesian as a general subject of higher education in Indonesia.

Keywords: development; Indonesian language textbooks; competency-based.

Introduction

The Indonesian Language, as a required university course for students, plays a critical role in enhancing communication skills, producing scientific papers, character development, and acquiring knowledge (Rahman, 2018; Herawati, 2021). Indonesian language courses also have the same position as other tertiary

compulsory courses, which all levels of education must follow. There are several different courses, such as Religious Education, English, Citizenship, and Personality Development (Anggraini, 2022). This statement is in agreement with the Republic of Indonesia Ministry of National Education Letter No. 43/DIKTI/Kep/2006, Article 6 Paragraph 2 regarding Signs for Implementing Personality Development Course Groups in Higher Education (Dirjen DIKTI, 2006). Each tertiary institution must provide personality development courses through the curriculum.

The government certainly does not limit every tertiary institution in preparing and compiling the curriculum which is reflected in the Semester Lesson Plan (RPS). With this autonomy, each tertiary institution may supply and inspire the development of a curriculum relevant to the life of its local community.

At the strata 1 level, students can implement the 6 levels of IQF requirements so that students master: 1) aspects of knowledge; 2) primary and factual operational knowledge; 3) basic principles of knowledge and skills; 4) theoretical skills and understanding; and 5) general knowledge and skills (Presiden RI, 2012). When developing RPS, universities must be able to prepare students to meet the IQF level. The lecturer should be able to clarify the goals of the lecture in line with the IQF standards at the first meeting of the lecture contract.

IQF is carried out by adopting each lecture material. Following conversations with students, it was discovered that not all of the IQF standards could be met in lectures. Need analysis is carried out through interviews with lecturers and students. These results form the basis for writing research proposals. The result is used to know what is expected regarding the teaching materials that will be produced. Some of the obstacles include: 1) students have difficulty getting literature books that are appropriate to the course, and 2) lecturers tend to deliver theoretical material without being followed by practice. 3) The course content is still theoretical and not competency-based, so students have difficulties comprehending Indonesian at the cognitive level, and 4) the affective and psychomotor levels have yet to be reached.

Based on this fact, the researcher sees a need for competency-based Indonesian language textbooks corresponding to lesson plans. Knowledge, attitudes, and skills are the three characteristics that students must master (Sugianto, 2022; Perni, 2022; Noermanzah & Friantary, 2019; Nazim & Hazaea, 2020; Satinem, Juwati, & Noermanzah, 2020). Whereas in the field of language, students are

required to master the four components of language skills, consisting of listening, speaking, reading, and writing skills (Hudaa, 2020; Saputra, 2021; Pitoyo, 2020; Septiani & Sari, 2022; Huda, 2022; Jayanti & Rosita, 2021; Mursalim, 2017).

This competency-based textbook is expected to provide an understanding of the Indonesian language, especially in listening competence, scientific presentations, and competence in reading and writing scientific papers. This competency-based textbook for Indonesian language courses is also applied in the learning process to show its feasibility and effectiveness. Setiawan (2007) emphasized that the learning process requires supporting facilities such as the availability of textbooks.

Research teaching materials have a vital role in developing knowledge according to the scientific disciplines that students have. Besides being able to improve the quality of learning and increase student interest in learning, teaching materials also act as a tool to increase the effectiveness of learning (Hidayat dkk., 2021; Momang, 2021). Then, Lestari (2013) said that a teacher is expected to be able to reflect on student activities according to the abilities expected by the curriculum. Textbooks have a function to direct all activities in the learning process as well as a substance of competence that should be taught. Every textbook should consider the requirements for good and quality book writing. Likewise, textbooks should contain scientific information on a concept, and they must also contain noble cultural values so that they are expected to improve quality, interest, and enthusiasm. Evaluation is needed through tests that are affective and psychomotor (Luo & Xu, 2018; Lance & Pulliam, 2002; Meilani, Bastulbar, & Pratiwi, 2021; Samsudin, Ansas, & Triarisanti, 2021).

Textbook developed by Gunawan & Hidayatullah (2020) based on local wisdom and character values, based on independent campus learning by Baan & Dewi (2021), multicultural orientation by Rahmat & Lestari (2021), scientific-based by Solehun (2017), and based on cooperative learning by Amaliyah (2022). These developed textbooks above show that competency-based textbooks have yet to be developed.

The textbook from the research result was tested on students of the Mathematics study program in General Indonesian Language lectures at Universitas PGRI Silampari. The development can answer several research objectives, including describing the results of the needs analysis for the book, which contains a description

of the design of competency-based textbooks for Indonesian language courses, and determining the book's effectiveness. For this reason, several problem formulations that will be answered in this study are 1) What are the results of the needs analysis for teaching materials for the Indonesian Language Course?; 2) How is the design for the development of competency-based teaching materials for the Indonesian Language Course?; Then, 3) Is it feasible, practical, and effective the competency-based teaching materials for the Indonesian Language Course that have been developed?

Research Methodology

Teaching materials are developed using the research and development method by applying the Dick-Carey and Carey models. Models are used to create a product, develop, and revise. The research begins with need analysis activities, determining instructional objectives, to carrying out summative evaluations to determine the effectiveness of books (Dick, Carey, & Carey, 2009).

The population for the effectiveness test was conducted by Universitas PGRI Silampari students in semester I determining the sample by purposive sampling, that is class A taking the Indonesian language course with 14 students. Data collection uses questionnaires and interviews to carry out needs analysis. The questionnaire consists of indicators on student responses to teaching materials used so far, the importance of the role of Indonesian in mathematics, difficulties in learning Indonesian, desired materials, teaching materials that present examples, and teaching materials that have evaluations. While the interviews consisted of indicators of Indonesian language teaching materials expected by lecturers and students.

Then, the validation of teaching materials is carried out by language, content, material experts, graphic experts, and presentation. The test is carried out in writing as an essay and a performance test. Interviews are deployed to obtain initial data on needs analysis, both lecturers and students. The lecturers who were used as a source of needs analysis were one lecturer who taught Indonesian language courses at the Mathematics Study Program, Universitas PGRI Silampari. Next, the test data were analyzed with a simple t-test using SPSS 19.

The interpretation of the significant level of student ability is based on a significance table of 5%. If the results of the data calculation are at a significant level < of the alpha value (0.05), it means that the teaching materials are used effectively,

and vice versa if $>$ from the alpha value (0.05), the teaching materials are not used effectively by students.

Findings and Discussion

Findings

The research results textbook was carried out through three stages: analysis, development, evaluation, and revision. The three stages regarding the effectiveness of the developed teaching materials. The following describes the three stages of development research follows:

Results of Needs Analysis

This development research was conducted through the stages of analyzing the needs of textbooks which consisted of a) analysis of the needs of general Indonesian language lectures in the Mathematics Education Study Program; b) lecture analysis; c) RPS analysis; and d) context analysis of the lecture material developed. As a first step, the researcher analyzed the needs of textbooks needed by lecturers and students. The situation analysis results of general Indonesian language lectures aim to improve the learning of Indonesian Language Course.

Results from the Preliminary Study

Based on the preliminary study, information was obtained that teachers delivered lectures using literature related to the course. The literature book usually used to convey lecture material is General Indonesian for Higher Education, written by Prof. Dr. Achmad H.P. Very few lecturers give general Indonesian language lectures with relevant books. They tend only to use literature books related to the subjects they teach. In general, the preliminary study produces 1) detailed information regarding students' understanding of general Indonesian language material; 2) general Indonesian language courses form the basis for students of all study programs to be able to write scientific papers, but in reality it has not been obtained; 3) particular motivation needs to be given to students of the Mathematics Education Study Program so they are still optimistic about writing scientific papers; and 4) RPS according to teaching needs. The results of the needs analysis are presented below.

Questionnaire Results from Students

The authors can explain the responses and answers of students to an open questionnaire as follows. The first statement, students enjoy General Indonesian courses. When attending lectures, it appears that students' enthusiasm is very high, so they focus when receiving lecture material, one of the materials that students like the most because it forms the basis for writing scientific proposals.

Students state that material related to writing scientific papers is the basis for them to write their final assignment or participate in scientific paper writing competitions for students. Therefore, when the material is delivered in lectures, they are very enthusiastic about asking the topic of the problem that can be used as the basis for writing scientific papers. In general, students are enthusiastic about receiving material related to student plans to raise issues related to students' difficulties in receiving material.

The second question, Indonesian Language as the nation's unifying language, can be used to communicate formally and informally. Another reason that almost all students stated was that the lecturer delivered lecture material in a sequence and was fun. The third question is that they generally like learning Indonesian, so they respond excellently when the lecture takes place. Students also actively ask questions and always discuss to solve problems.

The fourth question does not need to be answered because, in the third question, all students stated that they had no difficulty accepting Indonesian language lecture material. Thus between the questionnaire questions number three and number four, there is relevance to providing answers.

The fifth question, the book used to convey lecture material, is the General Indonesian Language Book written by Prof. Achmad HP, PUEBI books, and internet sources. Lecturers of the course also use literature from the research results of language experts in national and international journals or in book form.

The sixth question, yes, the researcher's teaching materials have undergone a needs analysis process. The teaching materials are in line with our expectations. The teaching materials follow the RPS provided by the supervising lecturer at the time of the lecture contract.

The seventh question, according to students, there is no need to revise teaching materials. They reasoned that the teaching materials were sufficiently coherent and easy to understand, and the language was straightforward and short.

The eighth question, yes, every time a lecture takes place, the teacher displays the textbooks resulting from the development. The textbook is easy to understand and enjoyable to read. The ninth question, the leading book used by the course lecturer when the lecture is in progress, is in accordance with the syllabus and lesson plan delivered at the beginning. All the teaching materials have been planned in the lesson plans.

The tenth question is that Indonesian language teaching materials must be developed or held. It is beneficial for students to study the course material. The limitations of books for students can be overcome by having textbooks.

For the eleventh question, we need Indonesian Language textbooks. The desired textbook contains material regarding standard language, writing scientific papers, and so forth. We, the Mathematics Education Study Program, hope for enlightenment on this material.

In the twelfth question, the desired material includes excellent and correct Indonesian language development, making sentences using familiar words, and writing scientific papers. This material has been contained in the lecture contract's lesson plan given by the lecturer.

For the thirteenth question, each material/chapter on the developed teaching materials must be supplemented with examples. Giving examples will make it easier for us to learn the material. The material becomes clearer when followed by examples.

The fourteenth question, each subchapter on the teaching materials resulting from the development, requires practice. Exercise is intended to provide opportunities for users of teaching materials to develop the abilities of each material contained in teaching materials.

The fifteenth question, the assignment we want in the Indonesian language course, is writing a scientific paper, term paper, or proposal. Besides that, we also want assignments regarding making sentences that comply with applicable rules.

The sixteenth question, yes, an assessment needs to be given at the end of each chapter on the available teaching materials. Assessment has functioned to see or become feedback on the mastery of the material delivered by the course lecturer.

The seventeenth question, the evaluation we want, is in the form of a question and answer. Questions and answers can be used to determine student readiness both at the beginning and end of lectures.

In the eighteenth question, language is easy to understand if the lecturer in charge of the course conveys it properly and correctly. We also hope that lecturers, when delivering lecture material, use examples with sentences that are easy to understand.

In the nineteenth question, the book's appearance is straightforward and piques the reader's interest in the teaching material. Contrasting colors have been used in teaching materials. Then, in the twentieth question, we make recommendations to make the teaching materials that result from the development more interesting to read. Aside from being attractive, teaching materials must also be simple to comprehend.

Textbook Design or Prototype Results

The textbook design was improved by giving questionnaires to students and lecturers regarding their assessment of the teaching materials being developed. The questionnaire provided is in an open form considering contextual and pedagogic realizations. Revision of teaching materials is based on the results of filling out questionnaires by small groups and lecturers based on contextual and pedagogic aspects. The contextual aspect emphasizes learning outcomes and objectives aligned with the specified competencies, including listening, speaking, reading, and writing scientific papers. The results of these activities showed that the researcher developed the outcomes of learning Indonesian. At the same time, the evaluation and final goals are given in the form of essay questions and paragraph-writing tests for scientific work.

The pedagogic realization stage is carried out to revise the relationship between the RPS resulting from the lecture contract and the material in the teaching materials. Some things that have been improved include examples of questions and their discussion, practice of working on questions, and lecture material. It impacts increasing student knowledge and understanding of the material contained in textbooks.

After the contextual and pedagogic realization stages, the next stage is developing textbook products. The resulting textbook is entitled "*Bahasa Indonesia*

Berbasis Kompetensi." Before textbooks are tested on students on a limited basis, teaching materials are assessed by experts or experts in their fields. Material experts assess the material's correctness, and linguists assess language and clarity of information. Presentation and graphic experts assess the clarity of purpose, order of presentation, motivation, and graphical aspects.

The teaching material "*Bahasa Indonesia Berbasis Kompetensi*" is said to be suitable for use if the validators have carried out the validation stage. The validator will conduct an in-depth study of the elements of language, design, and breadth of material aligned with the RPS and the need analysis results. These considerations became the basis for the researcher to make improvements. After making improvements according to suggestions and input, trials can be conducted in small groups or with lecturers who will teach the material in the developed textbooks. Researchers consider the findings of the tests for the following procedure, which is the construction of instructional materials based on the need analysis results.

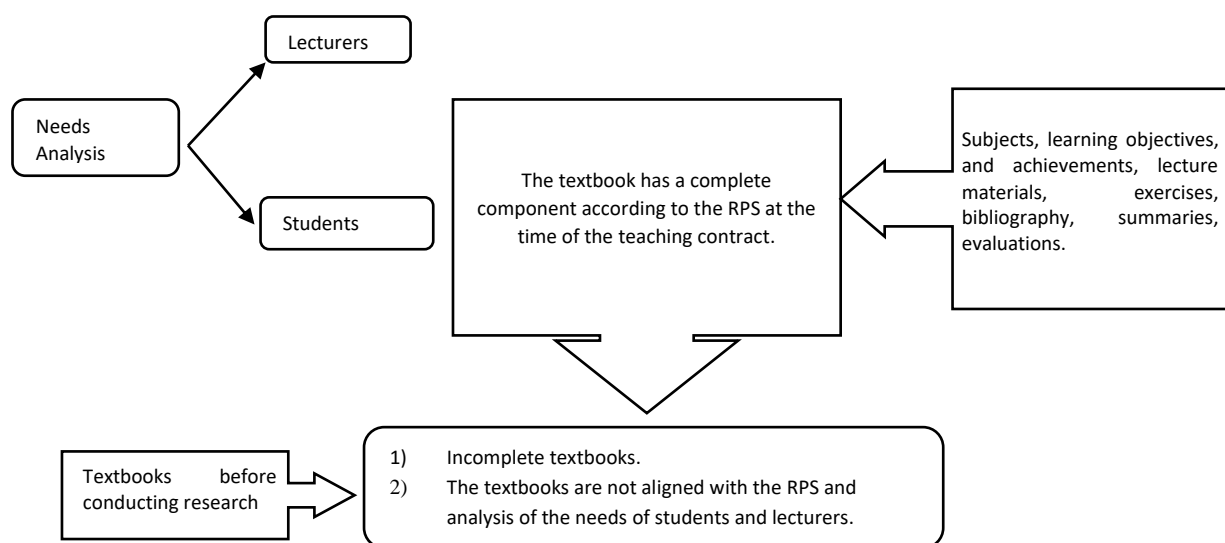


Figure 1. Prototype of Competency-Based Indonesian Language Textbooks

Results of the Validity, Practicality, and Effectiveness of the Textbooks Developed

Material Feasibility Validation Results

Measurements were given through a scale 5 questionnaire to find out the validity of textbooks. The maximum score of the seven questions was a maximum of 35. After processing the data, the results were 28. Thus, the textbook development results from content/material was suitable. Even though the content or material eligibility components can be categorized as good by experts, there are some suggestions from content/material experts related to systematics or the order in

which material is presented, starting from general to specific things, starting from the history of the Indonesian language, its characteristics, and others. Then chapter II starts with understanding words, phrases, clauses, sentences, paragraphs, and types of written works. Furthermore, additional knowledge is needed in the developed teaching materials to differentiate discourse with spatial arrangements.

The textbooks have been improved according to the suggestions given by the experts/validators. Improvements include the nature of the history of the Indonesian language, its characteristics, and so on. Then chapter II was prepared, starting from understanding words, phrases, clauses, sentences, paragraphs, and types of written works. Next, according to expert advice, knowledge has also been added to the developed teaching materials to distinguish discourse from spatial arrangements.

Linguistic Aspect

Linguists provide a good assessment in terms of language. The validator states that the language is effective and efficient, aligned with the EYD. The score obtained in terms of language is 16 out of 20, the maximum score. The conclusion given by the validator is that teaching materials are feasible to use in terms of language.

Presentation and Graphical Aspects

The validator assessed the presentation aspect with a 38 out of a maximum score of 45. The conclusion of the textbook design validator was stated to be in an excellent category, so it was feasible to use in terms of presentation or graphics. Some of the suggestions given by the presentation and graphic validator are 1) the size of the cover page adjusted to the content, 2) improve the table of contents instructions for use, 3) add information to charts or pictures, 4) improve the sentence parts p. 28-30. As for the forms of improvement to these suggestions, 1) the cover page has been tailored to the content, 2) the list of usage instructions has been updated, 3) information has been added to charts or graphics, and 4) sentence portions on pages 28-30 have been corrected.

The recommendations given by the three validators are that the textbook "*Bahasa Indonesia Berbasis Kompetensi*" is appropriate for use. The following shows the assessment table of the three validators:

Table 1. Recapitulation of the Assessment of Three Validators

| Aspect | Score | Percentage |
|---------------------------|--------------|-------------------|
| Content/Material | 28 | 28% |
| language | 16 | 16% |
| Presentation and Graphics | 38 | 38% |
| Total | 82 | 82% |

According to the table, the overall expert score is 82. It indicates that the textbook created under the title "*Bahasa Indonesia Berbasis Kompetensi*" falls between numbers 71 and 85 in the table of textbook assessment criteria. As a result, the textbook is of high quality and is appropriate for students and teachers in the first semester of the Indonesian Language Course at Universitas PGRI Silampari.

Teaching Material Practicality Test

The developed textbook's "*Bahasa Indonesia Berbasis Kompetensi*" validity test was carried out by providing an expert evaluation assessment sheet. The expert evaluation was carried out by three validators: material experts, language experts, and presentation and graphic experts. The questionnaire results from the experts are the standards or criteria for whether the teaching materials developed are valid. Based on the three experts' questionnaire analysis results, the "*Bahasa Indonesia Berbasis Kompetensi*" teaching material is in the good or proper category. Good indicators are set if a score of 82 or 82% is obtained, meaning the textbook is declared feasible. Thus, it can be declared valid. After the textbook was revised according to the results of the validator, then the teaching materials were tested on the semester I students.

Furthermore, the practicality of the developed textbooks was carried out by conducting small group tests. To distinguish the results from the two activities, small group evaluations were conducted by interviewing 3 students and answering questions related to the practicality of the developed textbooks. Meanwhile, in the small group test evaluation, a questionnaire was given to determine the practicality of teaching materials. Thus, through this trial, very relevant results were obtained regarding the teaching materials developed with the acquisition of an answer percentage of 80%.

Teaching Materials Effectiveness Test

After testing the validity and practicality of the textbooks, the effectiveness of the developed teaching materials was tested. The effectiveness test is in a suitable

category if the score reaches ≥ 70 . The average score for learning Indonesian is 69.35. Fourteen students took the final test. Students who scored less than the average were 4 people (28.57%), while students who got scores above the average were 10 people with a percentage of 71.43%. Thus, the teaching materials developed under the title "*Bahasa Indonesia Berbasis Kompetensi*" have been effectively used by students and lecturers.

The following describes the results regarding calculating statistical tests, including parametric statistical tests using the SPSS 19 program. The results of the analysis are presented in Table 2.

Table 2. Descriptive Statistical Test Results

| Descriptive Statistics | | | | | |
|------------------------|----|-------|------|---------|----------------|
| | N | Min | Max | Mean | Std. Deviation |
| VAR00001 | 14 | 40.00 | 0.00 | 69.3571 | 16.44855 |
| Valid N (listwise) | 14 | | | | |

From the descriptive statistical test results using SPSS 19, the score was 90, and the lowest was 40, with an average value of 69.35 with a standard deviation of 16.44. After the descriptive statistical test, the next step is to do a normality test. The normality test was carried out to determine the normality of the data using the One-Sample Kolmogorov-Smirnov Test. The normality test is presented in Table 3

Table 3. Normality Test Results

| One-Sample Kolmogorov-Smirnov Test | | |
|------------------------------------|----------------|----------|
| VAR00001 | | |
| N | | 14 |
| Normal | Mean | 69.3571 |
| Parameters ^a | Std. Deviation | 16.44855 |
| Most Extreme Absolute Differences | Positive | .230 |
| | Negative | -.230 |
| Kolmogorov-Smirnov Z | | .860 |
| Asymp. Sig. (2-tailed) | | .450 |
| a. Test distribution is Normal. | | |

Afterthat, a t-test was carried out through the SPSS 19 program. Data calculations are presented in Table 4.

Table 4. One-Sample T-Test Results

| One-Sample Test | | | | |
|-----------------|----|-----------------|-----------------|--------------------------------|
| Test Value = 0 | | | | |
| T | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the |
| | | | | |

| | | | | | Difference | |
|----------|--------|----|------|----------|------------|---------|
| | | | | | Lower | Upper |
| VAR00001 | 15.777 | 13 | .000 | 69.35714 | 59.8600 | 78.8543 |

Based on Table 4, the results of the One-Sample Test t-test obtained an average value of 69.35 and a standard deviation of 16.44, and sig (2-tailed) = 0.00, meaning that the developed textbook entitled "*Bahasa Indonesia Berbasis Kompetensi*" is effectively used in learning Indonesian Language Courses. Based on the study's results, it was found that from the needs analysis of the textbooks used by students and lecturers, they need teaching materials as a reference source for Indonesian language courses that can deliver students who are competent in Indonesian, especially in writing scientific papers. It can be seen from the answers to the questionnaire showing that students like it, especially in writing scientific papers. The reason is to write the final project or participate in scientific paper writing competitions for students that other tertiary institutions often hold. Therefore, students are very enthusiastic about learning Indonesian, which can give them experience in writing scientific papers.

In addition, the reason for Indonesian is that it can be used as a means of formal and informal communication. Another reason that almost all students stated was that the lecturer delivered lecture material in a sequence and was fun. Meanwhile, the source or literature often used to convey lecture material is the General Indonesian Language Book written by Prof. Achmad HP, PUEBI books, and internet sources. Therefore, textbooks developed according to competency-based RPS are urgently needed for Indonesian Language Courses, with the hope that the limitations of books for students can be overcome with the development of textbooks.

The content of the needed textbooks in teaching materials includes constructing sentences using standard vocabulary and writing scientific articles. Examples must accompany each material/chapter in the produced teaching materials. It will be simpler to learn the information if it is provided with examples. When the material is followed with examples, it becomes more apparent.

Furthermore, each sub-chapter in the textbook developed requires training. Exercise is intended to provide opportunities for textbook users to develop the abilities of each material contained in textbooks. Then the desired assignment in the

Indonesian Language Course is writing paragraphs, scientific papers, papers, or proposals.

The needed evaluation can be in the form of a question and answer. Questions and answers can be used to determine student readiness both at the beginning and end of lectures. The language used in textbooks should make it easier for students to understand and be communicative so that students have no difficulty understanding the sub-subjects.

Discussion

Based on the results of a needs analysis of teaching materials for Indonesian language courses that have been used so far, it shows that lecturers and students expect the teaching materials developed to be complete, systematically arranged, engaging, and easy to understand in communicative language. With a communicative language, it is hoped that it can foster student interest in learning General Indonesian. A good textbook, according to Tomlinson (1998) and Luo & Xu (2018), must have the effect of new information and offer students a sense of ease. That is, textbooks that can provide comfort must be attractively designed, systematically organized, and use language that is easy for students to understand and communicative so that they can absorb the material they are learning (Lance & Pulliam, 2002).

Roberts, Aziz, & Matore (2020), Setiawan (2007), and Momang (2021) mentioned that good textbooks are textbooks according to the characteristics of students and the learning objectives achieved. Textbooks must also be presented in a systematic, complete, attractive and use language that is easy to understand. Likewise, Prastowo (2013) explains that a good textbook is a textbook that is compiled according to the characteristics of students and displays a complete figure of the competencies that will be mastered in the learning process. Meanwhile, Lestari (2013) found that textbooks would help the different characteristics of students from various backgrounds. Students can study textbooks according to their abilities.

Based on this view and from the results of expert validation, the developed textbook entitled "*Bahasa Indonesia Berbasis Kompetensi*" is appropriate to be used to meet student needs in the learning process. Thus, it can be declared valid, and then the textbook is tested on semester I students of the Mathematics Education

Study Program. Furthermore, the practicality of the developed textbooks is carried out by conducting one-to-one tests and small-group evaluations. To differentiate the results of the two activities, a one-on-one evaluation was conducted by interviewing three students and having them answer questions on the practicality of the written textbooks. Meanwhile, during the small group test evaluation, a questionnaire was sent addressing the feasibility of employing the generated textbooks. As a consequence of this study, highly relevant results were produced for the prepared textbooks with an answer percentage of 80%.

After testing the validity and practicality of the textbooks, the effectiveness of the textbooks developed was tested. The effectiveness test is said to be good if the score obtained from the test results reaches ≥ 70 . The average score for the Indonesian language learning test results reaches 69.35. Fourteen students took the final test. 4 got scores below the average with a percentage of 28.57%, while those who got scores above the average were 10 people with 71.43%. Then, the results of the One-Sample Test t-test obtained an average of 69.35 and a standard deviation of 16.44, and sig (2-tailed) = 0.00. It means that the developed "*Bahasa Indonesia Berbasis Kompetensi*" teaching materials are effectively used in learning General Indonesian. It is based on a sig (2-tailed) value of 0.00, which is smaller than the value of 0.05 (alpha value).

The effectiveness of this competency-based coursebook for Indonesian Language Courses is also influenced by the content of the material and practice questions that direct students to master competency from the cognitive, affective, and psychomotor aspects (Sugianto, 2022; Perni, 2022; Nazim & Hazaea, 2020; Noermanzah & Friantary, 2019; Satinem, Juwati, & Noermanzah, 2020). In addition, the developed textbook also contains language skills, namely listening, speaking, reading, and writing, which activates students in the learning process, especially in writing scientific papers and presenting them in scientific activities (Hudaa, 2020; Saputra, 2021; Pitoyo, 2020; Septiani & Sari, 2022; Huda, 2022; Mursalim, 2017).

Conclusion and Suggestion

The development of textbooks for Indonesian language courses needed by lecturers and students is teaching materials that are interesting, the material is complete and easy to understand, the material is accompanied by examples, and there are evaluations or questions that train the competency of writing student

scientific papers. The design of the textbook developed is a competency-based textbook for Indonesian language courses consisting of subject matter, learning objectives and achievements, lecture materials, exercises, bibliography, summary, and evaluation.

The results of the development of competency-based textbooks for Indonesian language courses show feasibility results in terms of material, design, and language. Based on the results of a questionnaire analysis from three experts that the teaching material "Competency-Based Indonesian" is in the proper category. with a score of 82, it means that textbooks are appropriate according to the learning needs of Indonesian Language Courses. Then, from the results of the practicality test of the developed textbooks, it was carried out by conducting a one-to-one test and evaluating small groups, the results obtained were very suitable for the textbooks that were developed with an 80% percentage of answers.

Then, the results of the effectiveness test of the competency-based textbooks for Indonesian language courses developed showed that the results of the One-Sample Test t-test obtained an average of 69.35 and a standard deviation of 16.44 and sig (2-tailed) = 0.00. This means that the developed teaching material entitled "Competency-Based Indonesian" is effectively used in learning Indonesian as a general university subject.

Based on the findings of this study, Indonesian Language Lecturers will be able to utilize the textbook "*Bahasa Indonesia Berbasis Kompetensi*" as teaching material for Higher Education Compulsory Courses in all study programs at Universitas PGRI Silampari. Aside from that, Indonesian language course teachers at other institutions can utilize this book.

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