

Utilization of Teaching Media in Indonesian Language Textbooks for Grade VII and Their Relevance in Merdeka Curriculum

Eka Sofia Agustina✉, Siti Asmaul Husna

Faculty of Teacher Training and Education, University of Lampung, Indonesia

Article Info

History Articles

Received:

7 Mei 2025

Accepted:

10 Juni 2025

Published:

30 Agustus 2025

Keywords:

Indonesian textbooks,
utilization of learning
media, Merdeka
Curriculum

Abstract

Indonesian language learning in Merdeka Curriculum serves not only as a tool for communication but also as a means of critical thinking. This study aims to describe, provide insights, and explain the analysis results of utilizing teaching media in Grade VII Indonesian language textbooks and their relevance to the learning materials in the Merdeka Curriculum. The study employs a descriptive-qualitative design. The stages involved include determining data collection procedures through literature studies, consisting of reading, note-taking, and processing research materials. The analysis of the Grade VII Indonesian language textbooks revealed 86 graphic media elements, categorized as follows: (1) image media, reproducing original forms in two dimensions, such as photographs or paintings, with the largest count of 83 images; (2) chart media, consisting of 2 flowcharts; and (3) schematic media, comprising 1 schematic. However, no data on map media were found in the textbooks. Based on their alignment with the learning materials, the teaching media in the Grade VII Indonesian textbooks are consistent with the curriculum objectives. The variety of teaching media supports the achievement of Phase D in the Merdeka Curriculum, reflecting a transition from basic learning to more complex and structured learning.

✉ Correspondence address:

Prof. Dr. Ir. Soemantri Brojonegoro Street No. 1 Rajabasa, Bandar
Lampung, 35145, Indonesia

E-mail: eka.sofiaagustina@fkip.unila.ac.id

INTRODUCTION

In the education system, there are learning components that require foundational elements to ensure optimal learning outcomes (Hergenhahn, 1982). Textbooks are one of the critical elements in achieving educational goals. Textbooks also serve as close and accessible companions for students (Muslich, 2010).

The dynamics of education in Indonesia continue to evolve in line with the demands of the times. Among the most dynamic components in education is the curriculum, which undergoes constant change. Historically, Indonesia has experienced 11 curriculum changes, starting from the 1947 curriculum to the latest Merdeka Curriculum. Whether educators like it or not, they are obligated to study and implement the content of this new curriculum. This curriculum reform encompasses all subjects, including Indonesian language studies.

In the book *Text in Indonesian Learning for the Merdeka Curriculum* by Mahsun (2014), citing the then-Minister of Education, it is stated that “a unique feature of the Merdeka Curriculum is positioning the Indonesian language as a vehicle for knowledge.” Mahsun further clarified that this role is not coincidental, as the paradigm of Indonesian language learning in the Merdeka Curriculum is oriented toward text-based learning (Daryanto, 2014).

Positioning Indonesian as a vehicle for knowledge reinforces its importance as a national language that unites diverse ethnicities. It also serves as the foundation for realizing the vision of the nation's founders, who declared Indonesian a scientific language during the First Indonesian Language Congress in 1938. Thus, the positioning of Indonesian as a vehicle for knowledge in the Merdeka Curriculum offers renewed confidence in the greatness of the national identity symbolized by the Indonesian language. Text-based Indonesian language learning not only has these advantages but also allows students to develop various thinking structures, as each text has unique thought structures (Brown & Lee, 2025; Joyce et al., 2009). The more texts students master, the more thinking structures they acquire.

Aligned with this, the scientific approach, a hallmark of the Merdeka Curriculum's implementation, is defined as text-based learning in Indonesian language education. (Mahsun, 2014) outlines several reasons for using texts as the foundation for learning: first, texts help develop students' thinking skills; second, text-based materials are more relevant to the Merdeka Curriculum, which defines students' competency goals across three domains: knowledge, skills, and attitudes.

Learning involves components that influence the learning process. In the Merdeka Curriculum, these components include strategies, models, approaches, and media. Media is one such component. Gerlach and Ely (Arsyad, 2019) define media broadly as people, materials, or events that create conditions enabling students to acquire knowledge, skills, or attitudes.

In this context, teachers, textbooks, and the school environment serve as media. According to Lange (Tarigan, 2009), textbooks are standard books for specific fields of study and can be categorized as primary or supplementary. Textbooks generally contain knowledge, skills, and attitudes that students must learn to meet predetermined competency standards (Sani, 2014). Thus, textbooks are designed to facilitate school learning.

The content in teaching materials is an implementation of the applicable curriculum (Priyatni, 2014). Another essential component in learning is the approach. The Merdeka Curriculum employs a scientific approach that emphasizes modern pedagogical dimensions in learning. This scientific approach includes observing, questioning, experimenting, reasoning, and presenting/communicating.

In its development, based on the policy of Prof. Dr. Abdul Mu'ti, M.Ed., the Minister of Primary and Secondary Education has also promoted the importance of applying the deep learning approach in implementing the Merdeka Curriculum. The deep learning approach is grounded in three main principles: awareness, meaning, and enjoyable experience (Fullan & Langworthy, 2014). Thus, the comprehensive and systematic implementation of deep learning

not only has the potential to improve the quality of education in Indonesia but also catalyzes a transformation that is capable of fostering collective awareness while accelerating the achievement of national education goals (Dasar & Indonesia, 2025).

The deep learning approach can be applied contextually through single subjects, subject clusters, cross-disciplinary, and transdisciplinary learning (Fullan et al., 2017). This approach emphasizes deep, meaningful learning, enabling the development of critical thinking, creativity, and problem-solving skills. Deep learning encompasses a holistic understanding of the relationship between conceptual and procedural knowledge, as well as the ability to apply conceptual knowledge to new situations.

In the context of Indonesian language teaching materials in textbooks, the deep learning approach within the Merdeka Curriculum requires a paradigm shift in Indonesian language learning from merely transmitting knowledge to constructing deep, reflective meaning that supports higher-order reasoning skills (Bentz, 1992). In the context of Indonesian Language Textbooks, this is reflected in teaching materials that not only introduce text forms and structures, but also encourage students to conduct critical analysis of ideas, contexts, and social values embedded in literary and non-literary texts. For instance, students may explore short stories or articles using inquiry strategies to assess cultural representation, detect bias, or compare authors' perspectives, while connecting these to real-world experiences and issues such as digital literacy and disinformation.

Differentiated learning and project-based performance tasks presented in the textbook enable students to internalize concepts and transfer language competencies to real-world situations, such as writing opinion essays, producing local-story podcasts, or analyzing news. In addition, the textbook provides guidance for teachers to integrate metacognitive reflection, allowing students to monitor, evaluate, and refine their learning strategies. Thus, the implementation of deep learning through Indonesian Language Textbook

materials not only deepens comprehension and text-production skills but also shapes learners who are critical, creative, adaptive, and ready to participate constructively in the modern literacy ecosystem (Bråten & Skeie, 2020).

According to Tarigan (2009), there are five elements included in the curriculum for textbook development: (a) objectives, (b) approach, (c) weight, (d) sequence, and (e) methodology. The approach forms the foundation for textbook development. In the Merdeka Curriculum, the scientific approach is employed in textbook development (Agustina, 2023; Dahlan, 1990). Although teacher and student handbooks are provided by the government, teaching materials must also be created and developed by teachers to avoid reliance on a single source (Kurniasih & Sani, 2014; Stern, 1983). Such reliance is deemed detrimental to students as it forces them to understand a single perspective. The Merdeka Curriculum, however, aims to produce graduates who can think critically, creatively, and innovatively.

Based on this background, this study aims to describe, analyze, and explain the utilization of teaching media in Grade VII Indonesian language textbooks and their relevance to learning materials within the Merdeka Curriculum.

METHODOLOGY

This study uses a descriptive research design. Descriptive research is a type of research that aims to describe a phenomenon, event, or occurrence that happens at the present time (Aminuddin, 1990; Rukajat, 2018; Soendari, 2012). Descriptive research focuses on solving current problems as they exist at the time the research is conducted (Hikmat, 2011; Mahsun, 2005; Wicaksono et al., 2021). In education, descriptive research is more focused on practical problem-solving rather than the development of scientific knowledge (Moleong, 2007). The procedure for data collection in this study is through literature review. This involves gathering library data, reading and noting information, and processing research materials. The procedures

carried out include: data verification; data classification; data tabulation; calculating data frequency; subsequent calculations according to appropriate descriptive statistics (percentages, averages, SD, or correlation); visualizing data (tables, graphs); and interpreting data according to the research questions.

RESULTS AND DISCUSSION

The presentation of the research results will focus on describing the identity of the

textbooks and mapping the learning material in the Indonesian language textbooks for junior high school.

A. Results

This study uses data sources from textbooks or teaching books for Grade VII junior high school, published by the Ministry of Education and Culture (Kemendikbud), which follow the Merdeka Curriculum. The following is an overview of the identity of the books that were studied (Subarna et al., 2021).

Tabel 1 Identity of the Junior High School Textbook

Book Title	: Bahasa Indonesia untuk SMP Kelas VII
Educational Unit	: Junior High School (SMP)
Grade	: VII
Authors	: Rakhma Subarna Sofie Dewayani C. Erni Setyowati
Reviewer	: Titik Harsiati Mu'jizah
Supervisor	: Curriculum and Book Center (Pusat Kurikulum dan Perbukuan)
Visual Coordinator	: Itok Isdianto
Illustrators	: Andarianus Kokok Rahardjo, Karnadi
Layout Designer	: Sunarko
Editor	: Tri Hartini
Publisher	: Curriculum and Book Center, Research and Development Agency, Ministry of Education, Culture, Research, and Technology
Book Length	: 220 pages, 17,6 x 25 cm.
Publication Year	: 2021 (First edition)
ISBN	: 978-602-244-298-1 (full edition) 978-602-244-299-8 (Volume 1)
Book Classification	: Uses Aleo font 11/15 pt, Alessio Laiso Kevin Conroy
Preface	: < Yes>
Table of Contents	: < Yes>
Bibliography	: < Yes>

1. Indonesian Language Learning Materials for Grade VII

The Indonesian language learning materials in the book Bahasa Indonesia untuk

Kelas VII consist of 6 themes. Below is a breakdown of the learning materials covered in each theme.

Tabel 2 Learning Materials in the Junior High School Textbook

Theme I	:	Jelajah Nusantara (Descriptive Text)
Sub-themes and	:	Understanding the content of Descriptive Text
Learning		Understanding the language elements in Descriptive Text
Activities		(none)
		Analyzing oral information
		Editing Descriptive Text
		Presenting a Simple Descriptive Text
Theme II	:	Berkelana di Dunia Imajinasi (Narrative Text)
Sub-themes and	:	Recognizing and identifying the elements of folk poetry
Learning		Identifying elements in narrative texts
Activities		Creating with Narrative Text
Theme III	:	Hal yang Baik bagi Tubuh (Teks Prosedur)
Sub-themes and	:	Identifying the characteristics of Procedural Text
Learning		Recognizing language elements in procedural texts
Activities		Presenting Procedural Text through various media
Theme IV	:	Aksi Nyata Para Pelindung Bumi (News Text)
Sub-themes and	:	Analyzing News Text
Learning		Recognizing the characteristics of various media of information
Activities		Identifying the elements of news
		Analyzing language elements in News Text
		Investigating fake news
Theme V	:	Membuka Gerbang Dunia (Response Text)
Sub-themes and	:	Analyzing illustrated books
Learning		Recognizing parts of a book
Activities		Summarizing a book
		Presenting a response to a book
		Recognizing various sentence types and the structure of response texts
Theme VI	:	Sampaikan Melalui Surat (Letter Text)
Sub-themes and	:	Analyzing personal and official letters
Learning		Communicating politely through letters
Activities		Analyzing information in a discussion space
		Communicating through letters

2. Learning Media in the Indonesian Language Textbook for Grade VII

The learning media in the form of images found in the Bahasa Indonesia untuk Kelas VII textbook are presented in the textbook and detailed in a table as a list of images displayed before the explanation of each learning theme.

Daftar Gambar

No	Nama Gambar	Sumber	Halaman
1.1	Bandrek		13
1.2	Gemung Papandayan		13
1.3	Yaki		13
1.4	Pamflet Wisata Papandayan I		15
1.5	Pamflet Wisata Papandayan II		17
1.6	Pamflet Wisata Green Canyon I		19
1.7	Pamflet Wisata Green Canyon II		19
1.8	Diagram Benda Kesukaan		32
2.1	Alur Cerita		53
2.2	Diagram Alur Teks Naratif		63
3.1	Isi Piringku		71
3.2	Tip Waktu Makan Ideal		74
3.3	Lebih Baik Bawa Bekal		74
3.4	Tetap Rileks Saat di Kelas		78-79
4.1	Contoh Berita Digital	https://kompas.id/baca/utama/2019/12/05/saatnya-untuk-aksi-mytas-atasi-perubahan-iklim/	112
4.2	Awan Tsunami	https://nationalgeographic.grid.id/read/132384972/muncul-awan-seperti-gelombang-tsunami-di-aceh-tis-penjelasan-bangk/pagi-ali . Diunduh tanggal 23 Oktober 2020 pukul 13.02 WIB.	121
4.3	Berita Hoaks	https://tumbakhoax.id/2020/01/16/salah-bendungan-bibi-bibi-melawat-batas-angka-normal/ . Diunduh tanggal 13 November 2020 pukul 09.03 WIB.	125
5.1	Bagian-bagian Sampul Buku		151
5.2	Contoh Buku Nonfiksi		155
5.3	Peta Pikiran "Itam dan U"		160
6.1	Ragam Sapaan		188
6.2	Pronomina		189-190

Figure 1 List of Images in the Textbook

Based on the list of images, the textbook contains 22 images. Below is the breakdown of the images included in the textbook.

Tabel 3 Types of Learning Media in the Junior High School Textbook

Theme	Learning Media	Text Type
Theme 1: Jelajah Nusantara	Images of bandrek, Mount Papandayan, yaki, Papandayan tourism pamphlet I, Papandayan tourism pamphlet II, Green Canyon tourism pamphlet I, Green Canyon tourism pamphlet II, diagram of favorite items.	Descriptive Text
Theme 2: Berkelana di Dunia Imajinasi	Storyline diagram, narrative text flowchart diagram.	Narrative Text
Theme 3: Hal yang Baik Bagi Tubuh	"Isi Piringku" image, ideal meal time tips image, "Better Bring Your Own Lunch" image, "Stay Relaxed in Class" image.	Procedural Text
Theme 4: Aksi Nyata Para Pelindung Bumi	Example of digital news image, tsunami cloud image, hoax news image.	News Text
Theme 5: Membuka Gerbang Dunia	Images of book cover parts, example of non-fiction books, mind map of "Itam dan U".	Response Text
Theme 6: Sampaikan Melalui Surat	Images of various greetings, pronoun images.	Letter Text

Next, based on the data from the mapping of materials in the Bahasa Indonesia untuk SMP Kelas VII textbook, 86 graphic media were found, categorized by theme as presented in the

textbook. Below is an analysis of the learning media in the form of images in the Bahasa Indonesia untuk SMP Kelas VII textbook.

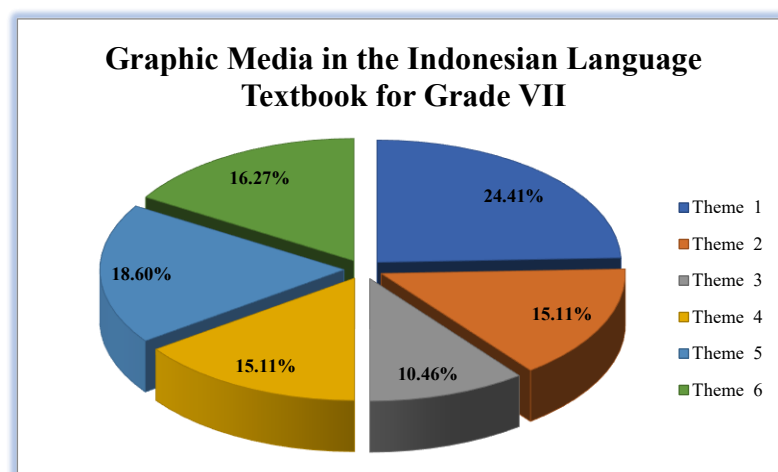


Figure 4.1 Graphic Media in the Indonesian Language Textbook for Grade VII

Based on the table above, the following is the data acquisition of media in the Bahasa Indonesia untuk SMP Kelas VII textbook:

1. Theme 1 consists of 21 images, detailed as follows: 3 images in sub-material A, 10 images in sub-material B, 0 images in sub-material C, 5 images in sub-material D, and 2 images in sub-material E.
2. Theme 2 consists of 13 images, detailed as follows: 2 images in sub-material A, 7 images in sub-material B, and 4 images in sub-material C.
3. Theme 3 consists of 9 images, detailed as follows: 4 images in sub-material A, 1 image in sub-material B, 2 images in sub-material C, and 2 images in sub-material D.
4. Theme 4 consists of 13 images, detailed as follows: 4 images in sub-material A, 4 images in sub-material B, 0 images in sub-material C, 1 image in sub-material D, and 4 images in sub-material E.
5. Theme 5 consists of 16 images, detailed as follows: 9 images in sub-material A, 4 images in sub-material B,

2 images in sub-material C, 0 images in sub-material D, and 1 image in sub-material E.

6. Theme 6 consists of 14 images, detailed as follows: 4 images in sub-material A, 2 images in sub-material B, 4 images in sub-material C, and 4 images in sub-material D.

A. Discussion

Based on the classification and selection methods of learning media in the Bahasa Indonesia untuk Kelas VII textbook published by Kemendikbud in 2021, it is important to understand the characteristics of the learning media before they are presented to students. Rohani (1997) suggested that several types of learning media should be specifically explained in accordance with their characteristics, including flowcharts, graphs, images, diagrams, and maps. These media have distinct features that support the learning process and help students better understand the content. By recognizing the characteristics of each type of media, educators can ensure they are using the most appropriate tools to enhance learning outcomes.

Learning Media	Sub-Learning Media	Description
Bagan	Symbol Flowchart	Pictographs (symbolic images) are visual communication tools that effectively convey messages directly to students in a concise and clear manner. They usually represent quantities or qualities of something.
	Flowchart	Typically consists of lines and arrows, used to illustrate processes, such as electricity flow, steam strength, or production processes from raw materials to finished goods.
	Tree Diagram	A tree diagram is used to represent growth or development, such as business expansion or organizational structures, often used for depicting genealogies or anthropological relationships.
	Organizational Chart	Similar to a flowchart but specifically used to depict the direction of command within an organization or government structure.
	Map Flowchart	Also known as a cartogram, used to represent the movement of people, military operations, or migration patterns.
	Circle Chart	Uses circles to represent totality, which can then be divided into sectors showing proportional relationships.
	Population Pyramid	A graph representing the population composition based on age and gender, typically shaped like a pyramid.
	Timeline Chart	A timeline chart is useful for illustrating the relationship between events and time. The messages are presented in a chart in chronological order.
Grafik	Step Graph	A step graph is used to highlight differences between certain periods, particularly for tracking changes in data values.
	Bar Graph or Histogram	A bar graph or histogram, also called a diagram is a rectangular graph, easy to make and simple in shape. This type of graph is useful for comparing the same object or event in different times, or describing different things or objects about the same thing.
	Pictorial Graph	Pictorial graph using simple image symbols. The number of symbols of the figure depicts quantitative data. In addition to being able to show comparisons in a clear and concise form

		the images are easy to read because they use these images.
	Line Graph	A line graph is a graph of two scales or two processes expressed in vertical lines and horizontal lines that meet each other. Drawing can be by using straight lines, broken lines, starting from left to right, up, down or horizontal.
Images	-	Images are very important to use in an effort to clarify the understanding of the learners. The characteristics of the image consist of, (1) in the form of a painting or drawing; (2) convey a message or idea; (3) give the impression of breadth or attract attention; (4) capture the vision carefully to people who see; (5) attract and focus the attention of people who see it; (6) Use ideas and intentions through visible facts; (7) stimulate people who see to carry out; (10) the text is concise, clear, and meaningful; (11) written illustrations must be balanced; (12) in the framework of visual symbols, words and Paintings must carry certain ideas; (13) can be read in a short time; (14) colors and images must contrast with the basic colors; (15) simple, but has maximum appeal and usefulness.
Schematic	-	A schematic is a simple drawing or rough draft that depicts the main parts without detail. Sketches, in addition to attracting the attention of learners, avoid verbalism, and can clarify the delivery of messages.
Map	-	The map is the embodiment of the Earth's surface or some part thereof, showing its shape and position in a comparison, according to the scale, projection or position shown. In particular, maps provide information about the state of the Earth's surface, land, rivers, mountains, and other forms of land and water; places and directions and distances to other places; cultural and societal data such as population or language patterns; and economic data such as agricultural output and so on.

Based on the analysis conducted by the researcher in the research results, the *Bahasa Indonesia untuk SMP Kelas VII* textbook published by Kemendikbud in 2021 contains 86 media. The next step is to explain the division of these learning media based on their characteristics.

1.) Images

Among the various types of learning media, images are the most commonly used. Images are universal languages that can be understood and appreciated everywhere. As a form of media, images are reproductions of original shapes in two dimensions, either photos or paintings. In the learning process, images play a crucial role in clarifying the understanding of students. By using images, students' experiences and understanding become broader, clearer, and more memorable, providing a concrete representation that communicates more than a thousand words. Below is a breakdown of the role of images in the learning process.

Image 1, found on page 4, and Image 2, found on page 5, both under the theme Jelajah Nusantara (Exploring the Archipelago), are analyzed together in this discussion. These images depict the tourist spot Pantan Terong, representing a travel destination in Nusantara. In the learning process, students are asked to carefully read the descriptive text titled Pantan Terong yang Instagramable (The Instagrammable Pantan Terong) and are encouraged to imagine the place vividly through the image. The goal is for students to become familiar with tourist destinations in Nusantara. Psychologically, students who are unfamiliar with Pantan Terong will be aided by the image, as it provides a visual representation of the beauty of the tourist destination. Through these images, students can imagine what the tourist spot looks like. The message conveyed through Images 1 and 2 is internalized in each student's mind, becoming a new experience for those who have never visited Pantan Terong.

In terms of the learning process, the Indonesian language skills are automatically encompassed, including listening, reading, speaking, and writing, all based on a single

source, which is the visual media (images). Additionally, when considering the objectives of the Indonesian language learning aspects, Images 1 and 2 relate to aspect 1: Students are able to read the text accurately and efficiently. To complement the reading activity, students are provided with a narrative text related to the images. This helps deepen their understanding and enriches their learning experience.

2.) Chart

As previously explained, a diagram or chart (bagan) is a symbol used to summarize, compare, and contrast information. Generally, the purpose of presenting a diagram is to help students understand information more clearly. This is because diagrams provide a graphical representation of complex data or ideas, making them easier to comprehend. In the context of learning, using diagrams allows students to visualize abstract concepts or processes, which enhances their understanding and retention of the material. Diagrams are particularly useful for representing relationships, flows, or hierarchical structures, simplifying the learning process for students.

Specifically, a flowchart functions to illustrate decisions within a process. This diagram is often used to explain the flow of a program, process, or system to students. In learning, a flowchart can be used to design a model of the learning thought process. By using a flowchart, the process of completing something becomes easier to understand. The flowchart media presented in the 2021 edition of the Indonesian Language textbook for 7th grade SMP published by the Ministry of Education and Culture consists of 2 flowchart images or diagrams. The first diagram appears in Image 20 on Theme 2, Exploring the World of Imagination. In terms of flowchart types, the one in Image 20 is a flowchart diagram that illustrates the story's plot. In this case, students are asked to understand and comprehend the plot of the narrative text.

The second flowchart is found on page 63, Image 30, which explains the plot of a narrative text. First, students are asked to read the narrative text titled The Golden Courage. The possible

issues that students might face include a lack of understanding of the plot in the narrative text, so students need to infer the intended plot. To prevent potential misunderstandings related to the plot and misinterpretation, the author not only provides a series of sentences about the plot but also includes a diagram illustrating the plot.

In the learning process, students are asked to read the narrative text, and then they are instructed to fill in the plot of the narrative text using the provided diagram. Based on the benefits of the flowchart as a learning tool, it allows students to understand the plot of a narrative text and can also stimulate students' interest in elements beyond what is presented in the diagram image.

3.) Scheme

The next explanation refers to Image 71 on page 160. This image presents a scheme of the story Itam and U. Looking at the type of media used, this scheme can also be referred to as a diagram. The diagram is used to summarize, compare, and contrast realities. It is also capable of providing a summary of key points from a presentation. The message being conveyed is typically a visual summary of a development process or significant relationships. In terms of the diagram presented in Image 71, when analyzed based on its form, it is categorized as a flowchart. A flowchart illustrates the direction of a process or can trace the responsibilities or work relationships between different sections or parts of an organization. Arrow signs are often used to represent the direction of the flow.

Image 71 explains the scheme of the story, which is a flow that describes the content of the book Itam and U. The flow starts from the title of the book, goes through each chapter, and continues to the issues presented in each chapter. These elements serve as feedback from reading the book. Therefore, students are required to be able to read the scheme and carefully consider where the reading of the scheme begins. Looking at the function of the diagram as a learning media, it serves as a summary of the information, meaning that the diagram explains the story of Itam and U.

The graphic media found in the Bahasa Indonesia textbook for SMP Class VII, published by Kemendikbud in 2021, consists of graphic media in the form of images, which are reproductions of the original form in two dimensions, such as photos or paintings, with the largest number, totaling 83 images. Additionally, the media includes two flowchart diagrams and one scheme. There is no data on map media in the textbook. When evaluated based on its relevance to the learning material, the media in the Bahasa Indonesia textbook for SMP Class VII is well aligned with the content of the lessons. Through these learning media, students gain a broader and richer experience. As a result, their perceptions become sharper, their understanding more accurate, and it fosters new interests and motivations to learn.

CONCLUSION

Based on the findings from the research results and discussion, it can be concluded that learning media is an essential tool that plays a crucial role in the learning process. The learning media in the Bahasa Indonesia untuk SMP Kelas VII textbook published by Kemendikbud in 2021 serves as a medium for providing information in the textbook and assisting in the learning process. In the Bahasa Indonesia untuk Kelas VII textbook, 86 graphic media were found, which consist of, (1) Image media, which are reproductions of original forms in two dimensions, such as photos or paintings, with the largest number being 83 images; (2) Flowchart media, consisting of 2 flowcharts; (3) Diagram media, consisting of 1 diagram. Furthermore, no map media was found in the textbook. When viewed in terms of their relevance to the learning material, the learning media in the Bahasa Indonesia untuk SMP Kelas VII textbook aligns well with the instructional content. Through these learning media, students will gain broader and richer experiences. As a result, their perceptions become sharper, their understanding more accurate, and new interests and learning motivations are stimulated.

REFERENCES

- Agustina, E. S. (2023). Paradigma Pembelajaran Bahasa Indonesia Dalam Kurikulum Merdeka. Seminar Nasional Literasi Prodi PBSI FPBS UPGRIS, 888–907.
- Aminuddin, E. (1990). Metodologi Pengajaran Sastra” dalam Penelitian Kualitatif dalam Bidang Bahasa dan Sastra. Malang: Yayasan Asih Asah Asuh.
- Arsyad, A. (2019). Media Pembelajaran. Rajawali Pers.
- Bentz, V. M. (1992). Deep learning groups: Combining emotional and intellectual learning. *Clinical Sociology Review*, 10(1), 9.
- Bråten, O. M. H., & Skeie, G. (2020). ‘Deep learning’ in studies of religion and worldviews in Norwegian schools? The implications of the national curriculum renewal in 2020. *Religions*, 11(11), 579.
- Brown, H. D., & Lee, H. (2025). Principles of language learning and teaching: A course in second language acquisition. Taylor & Francis.
- Dahlan, M. D. (1990). Model-Model Mengajar. CV Diponegoro.
- Daryanto. (2014). Pendekatan Pembelajaran Saintifik Kurikulum 2013. Gava Media.
- Dasar, K. P., & Indonesia, M. R. (2025). Naskah Akademik Pembelajaran Mendalam Menuju Pendidikan Bermutu Untuk Semua. Pusat Kurikulum Dan Pembelajaran Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan Dasar Dan Menengah Republik Indonesia.
- Fullan, M., & Langworthy, M. (2014). A rich seam: How new pedagogies find deep learning.
- Fullan, M., Quinn, J., & McEachen, J. (2017). Deep learning: Engage the world change the world. Corwin Press.
- Hergenhahn, B. R. (1982). An Introduction to Theoris of Learning. Prentice—Hall.
- Hikmat, M. M. (2011). Metode penelitian: dalam perspektif ilmu komunikasi dan sastra. Graha Ilmu.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Models of teaching: Model-model pengajaran. Yogyakarta: Pustaka Pelajar, 39–50.
- Kurniasih, I., & Sani, B. (2014). Panduan membuat bahan ajar buku teks pelajaran sesuai dengan Kurikulum 2013. Surabaya: Kata Pena.
- Mahsun. (2014). Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013. PT. Raja Grafindo Persada.
- Mahsun, M. S. (2005). Metode penelitian bahasa. Jakarta: PT Raja Grafindo Persada.
- Moleong, L. J. (2007). Metodologi penelitian kualitatif edisi revisi.
- Muslich, M. (2010). Textbook writing: Dasar-dasar pemahaman, penulisan, dan pemakaian buku teks. Jogjakarta: Ar-Ruzz Media, 52, 47–52.
- Priyatni, E. T. (2014). Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013. Bumi Aksara.
- Rukajat, A. (2018). Pendekatan penelitian kualitatif (Qualitative research approach). Deepublish.
- Sani, R. A. (2014). Pembelajaran saintifik untuk implementasi kurikulum 2013. Bumi Aksara.
- Soendari, T. (2012). Metode penelitian deskriptif. Bandung, UPI. Stuss, Magdalena & Herdan, Agnieszka, 17, 75.
- Stern, H. H. (1983). Fundamental concepts of language teaching: Historical and interdisciplinary perspectives on applied linguistic research. Oxford university press.
- Subarna, R., Dewayani, S., & Setyowati, C. E. (2021). Bahasa Indonesia SMP Kelas VII. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia.
- Tarigan, H. G. (2009). Telaah Buku Teks Bahasa Indonesia. Angkasa.
- Universitas Lampung. 2011. Format Penulisan Karya Ilmiah. Bandar Lampung: Universitas Lampung.
- Wicaksono, A., Agustina, E. S., Junaedi, S., Kharissidqi, M. T., Firmansyah, V. W., Lestari, I., Majid, A., Pranoto, N.,

Saputro, A., Utami, T., Widiani, L. S.,
Darmawan, W., Ma'mur, T., Trinova, Z.,
Suyanto, E., Sumardjo, J., Juanda, J.,
Tamsir, N., Sukardi, H. M., ... Adi, A. P.
(2021). Pengembangan bahan ajar.
Didaxei, 3(1), 206–215.