

The Development of Assessment Rubric on The Integrated Thematic Textbook in Elementary School Classes in Indonesia

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ABSTRACT

This paper aims to develop the assessment rubric textbooks of the existing integrated thematic lessons from the National Education Standards Agency (BSNP) and create a new rubric for the integrated thematic lesson textbooks following research procedures and Development (R&D). The stages of this paper only involve the assessment of needs, product development, and conduct limited field trials on the use of products. Input from stakeholders and expert theories of integrated thematic textbooks that will be the reference in developing product valuation and appraisal sections, as well as requesting expert input experts and conducting limited field trials in the validation have produced the desired product with sufficient validity. The resulting product is a text book Assessment rubric integrated Thematic lesson that aims to assessment the quality of the text book integrated thematic lessons.

Keywords: development rubric, textbooks, integrated thematic, Model Borg and Gall.

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INTRODUCTION

Education is a major factor that plays an important role for the progress of the nation that is still continuing through the stage of improvement and quality improvement. These efforts of improvement and quality improvement have been undertaken by the Government systematically. These improvements were carried out in various matters, among others: educators, school facilities, and the arrangement of learning support devices, one of which is an integrated thematic textbook with form and curriculum Latest.

The application of integrated thematic learning in the 2013 curriculum is manifested in the form of a unified, interrelated thematic lesson textbook for teachers and Learners (Ferryka, 2017:174). The procurement of integrated thematic textbooks is a process closely related in the implementation of the 2013 curriculum implementation (Kemendikbud, 2014:34-39). So it can be said that the integrated thematic lesson textbook is a manifestation of project implementation of curriculum 2013 and it is not undeniable that the textbook of integrated thematic lessons become another factor that supports the success of implementation Curriculum 2013. The implementation of good education is a difficult challenge for educators because through good education can produce future generations of quality (Nulhakim et al., 2019).

In Indonesia, the role of the development of integrated thematic textbooks is in the hands of private publishers (Haseeb et al., 2019). This private issuer is attempting to publish an integrated thematic textbook in accordance with the guidelines of the assessment rubric provided by the National Education Standards Agency (BSNP) under the auspices of the Ministry of Education and Culture (Kemendikbud). Assessment is an important component of education especially in the context of the learning and teaching environment (Wuisan & Wibawa, 2019). Therefore, the speakers wanted to try to develop a

textbook Assessment section of integrated thematic textbooks that is adapted to the expert theories of integrated thematic textbooks as well as the results of previous studies that correspond to Primary education in Indonesia.

Literature Review

Textbook

The textbook is a book-shaped teaching material composed by a writer or a team of writers based on a syllabus and contains explanations and exercises aimed at assisting the teaching and learning process in the classroom to achieve the objectives The curriculum. The textbook is the primary source of instruction that can help students and teachers in the teaching and learning process (Khodabakhshi, 2014:960). Textbook are the necessary resources for teachers in the Learning environment (Numanoglu & Bayir, 2009:2140). In line with the opinion (Dimiati & Fahmi, 2019; Novota, Ridzonova, Kadnar, & Stefkova, 2012:1965) lesson textbook is a basic didactical tool that provides the realization of education and therein there is information that is appropriate to the curriculum and information needed Students during their learning. According to (Brown, 2007:193) The textbook is one type of text, which is a book used in the educational curriculum.

With regards to the curriculum, (Garinger, 2002:1) explains that the textbook selection should be through the examination of the curriculum program. This suggests that a clear purpose and curriculum program will facilitate the determination of the appropriate books to support them. In line with the opinion (Kirkgöz, 2009:80) textbooks must fulfill the objectives of the curriculum and objectives, and the needs of learners. According to the (Rezat, 2008:46) textbooks are artifacts and are therefore historically developed, culturally formed, produced for specific purposes and used with certain intentions. In line with the opinions (Valverde, Bianchi, Wolfe, et.al, 2002:2),

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(Rabardel, 2014:33) textbook are artifacts, textbooks are educational material created by man (Ham & Heinze, 2018:133). The textbook is a major universal pedagogical instrument (Mohammadi & Abdi, 2014:1148) who is shared with teachers to students as well as the main source of information in deciding how to present the content to be taught (Azizifar, Koosha, & Lotfi, 2010:36), (Al-Huseini et al., 2019; Valverde, Bianchi, Wolfe, et.al, 2002:2), (Remillard, 2005:213).

According to (J. Lee & Zuilkowski, 2015:118) lesson textbook serves to serve a number of purposes in the provision of education. (a) Textbook play an important role in determining the curriculum. They illustrate what to teach and learn in class and thereby bridge the gap between the objectives that the school and the actual school activities want to achieve; (b) The textbook conveys core knowledge of subjects the student wants to master; (c) The knowledge of content covered by the lesson textbook complements the teacher's own knowledge and helps to organize the appropriate teaching activities; (d) Textbooks promote a more cooperative learning environment between teachers and learners and among students, ultimately improving student learning. It can be concluded that textbooks are an important element in class teaching because they are close to their teachers, students and families (Gorczyński & Aron, (2020). This suggests that textbooks have a strong impact on what is happening in the classroom (Valverde, Bianchi, Wolfe, et.al, 2002:2).

Integrated thematic

According to (Min, Rashid, & Nazri, 2012:273); (Stoian, 2016:104); (Varun & Venugopal, 2016:394); (Varun, 2014:49); (Andi Prastowo, 2014:52); (Hajar, 2013:21) thematic is an integrated learning model that uses themes to connect multiple subjects and can provide a meaningful experience for students. Whereas according

to the Malaysia Curriculum Development Center (2003) in (Min et.al., 2012:274) Thematic is the integration between knowledge, skills and values of learning and creative thinking using the theme. Added by (Björklund & Ahlskog-Björkman, 2017:1) that the thematic integration uses different areas of knowledge as well as some common phenomena used as a framework for developing knowledge and skills where some Learning objectives may arise (Mekhum & Jermstittiparsert, 2019).

By looking at the thematic definitions of some of the above studies it can be known that thematic is one of the integrated learning models based on certain themes that are contextual to the child's world. In line with the opinions (Ciolan, 2003) in (Stoian, 2016:104) themes and skills in thematic have a strong relationship with the daily life of children and aim directly or indirectly to contribute to the formation of Some values and attitudes.

Thematic is one type of integrated learning. Integrated learning is born from an integrated curriculum, so that the existence of thematic learning models are closely related to the existence of integrated learning model and directly or indirectly closely related to the integrated curriculum (Andi Prastowo, 2014:59). Thematic integrated is one way for students to learn the theme of various perspectives and work with the source of information from various disciplines or content subjects (Armstrong & Dubert, 1995:2). It can then be defined that integrated thematic is an integrated learning that uses themes to associate (integrate and blend) several subjects so as to give birth to a very valuable experience for the students (Chetthamrongchai & Jermstittiparsert, 2019).

Unified Thematic Lesson textbook

The assessment rubric is compiled based on relevant theories of integrated thematic textbooks. The theoretical foundation for the preparation of rubric is summarized in the table below:

Table 1. Integrated thematic Textbook criteria

No	Aspect s	Theoretical foundations developed
AUTHOR		
1.1		a) Reputation of the author and publisher of the book (Brown, 2007:157-158) b) The author of textbooks must have an educational background or an expert in the field of textbook content science (Wirawan, 2012:262).
MATERIAL/CONTENT		
2.1		a) Conformity with the curriculum (fulfilling the needs, objectives, etc.) (Brown, 2007:157-158). b) The book should be in accordance with the needs of the learning and objectives of the program Richards in (Brown, 2007:157-158); c) The material must contain clear learning objectives (Brown, 2007:192). d) he textbook must meet the requirements specified in the teaching syllabus or the Grant's official exam in the (McGrath, 2002:41). e) The presented material includes all material that complies with each basic competency (KD) in core Competency 3 (KI-3) (Penilaian Buku Teks Pelajaran Matematika Tingkat SD / MI 2, 2017) f) Relevance (to syllabus and learning needs) (McGrath, 2002:106). g) Teaching materials should be connected closely with the curriculum that is Nunan in (McGrath, 2002:154). h) The materials and activities presented may develop all aspects of the skills supporting the achievement of all basic competencies (KD) in Core 4 competencies (KI-4). In each chapter there must be one implementation of a problem-based learning model, project-based, Discoveri/Inkuiri, or cooperative learning that is equipped with examples and practice problem solving that are routine, non-routine and open ended. In each chapter there are at least one rich problem/rich task (a contextual problem involving some concepts and completion strategies). (Indonesian National Education Standards Agency, 2017)

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	<ul style="list-style-type: none"> i) In the form of expected skills (Cunningsworth, 1995:3-4). j) Does the textbook support the purpose and curriculum of the program? (Garinger, 2002:2). k) The content considerations are reviewed from the achievement of national education objectives and subject matter determination, material coverage, and gender equality (Wirawan, 2012:263-265). l) Is the material sorted by the needs of the students or the requirements of existing syllabus? (Marianne Celce-Murcia, 2001:425).
2.2	<ul style="list-style-type: none"> a) Teaching ability (especially the usefulness of books for teachers) (Brown, 2007:157-158). b) interesting and useful content, the explanation helps students understand what they need to learn (Byrd, 2001:416). c) The contents are beneficial to achieve the objectives of the program and training while the explanations contained in the instruction manual for teachers, audio and workbooks are appropriate and can be utilized by the teacher in achieving the outlined program objectives (Byrd, 2001:416) d) Contribute to the interests of society: the content must arouse social and moral attitudes that are governed in people's lives and relationships between individuals, as well as contribute, to the development of appreciation of social values, moral, and Aesthetic (Seguin, 1989:25-27). e) In each chapter there is a sentence that raises a positive attitude (awareness of the importance of mathematics, happy to learn mathematics) and awaken one of the characters (discipline, curiosity, objective, creative, innovative, thorough, honest, abstinence Confident, critical, responsible etc) that are relevant to the contents of the chapter (Indonesian National Education Standards Agency, 2017) f) In each chapter there are sentences that evoke aspects of relevant social attitudes (cooperation, willingness to help, caring, empathy, tolerance, responsible, open, etc.) (Indonesian National Education Standards Agency, 2017) g) Teaching materials should encourage adherence to develop learning skills and skills learned in learning (the Skills In Learning) (Nunan in (McGrath, 2002:154). h) Able to be utilized (McGrath, 2002:106). i) The book should have a clear role as an aid in learning. Richards in (Brown, 2007:157-158). j) Teaching materials should stimulate interactions (Nunan in (McGrath, 2002:154).
2.3	<ul style="list-style-type: none"> a) Actuality: the information presented must be current (up to date) and in accordance with the reality of life (Seguin, 1989:25-27). b) Reflecting the outside world (the authenticity of text and duties) of the Nunan (McGrath, 2002:156). c) The book should reflect the current and future use so that the learning will be able to wear it (Richards in (Brown, 2007:157-158). d) Objectivity: the content should not deviate from an ideological or dogmatic standpoint, especially in areas such as social sciences, moral and citizenship education (Seguin, 1989:25-27). e) The accuracy and suitability of examples/illustrations and problems (National Agency for Education of Indonesia, 2017).
2.4	<ul style="list-style-type: none"> a) The content in textbooks contains learning experience and talent development (Seguin, 1989:25-27);. b) The development of concepts and capabilities: The curriculum foresees advances in intellectual or academic capacity development and the order of the level of concepts that students must learn and master (Seguin, 1989:25-27). c) Each chapter contains a dimension of factual, conceptual, procedural, and problem-solving knowledge that supports the achievement of KD on KI-3. The materials include direct object subjects (facts, concepts, principles, skills) and indirect objects (problem solving) (National Agency for Indonesian education standards, 2017). d) Meet cognitive needs (McGrath, 2002:106). e) Accuracy of activities (referring to scientific approaches) (National Agency for Indonesian education standards, 2017). f) There must be an approach that is being reviewed from the theory of learning and language theory in the delivery of matter (Brown, 2007:192);. g) Interdisciplinary: the content of textbooks in many ways can integrate elements from two or more disciplines. (Seguin, 1989:25-27). h) Does the proficiency presented in textbooks include many things related to the cognitive prowess that challenge the adherence? (Garinger, 2002:2).
2.5	<ul style="list-style-type: none"> a) Is the subject of accurate and modern (up to date) (Marianne Celce-Murcia, 2001:425)? b) The teaching materials should be genuine in terms of reading (text) and task (Nunan in (McGrath, 2002:154). c) Thoroughness: The content should not be presented incomplete or ambiguous (Seguin, 1989:25-27). d) The purpose of the textbook of the lesson and the approach used (Cunningsworth, 1995:3-4).

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	<ul style="list-style-type: none"> e) Accurate accuracy of facts, concepts and principles (Indonesian National Education Standards Agency, 2017). f) Obedience to HAKI (Indonesian National Standards for Education agency, 2017). g) Is the arrangement of the subject matter based on a logically arranged topic or theme? (Marianne Celce-Murcia, 2001:425). h) What proficiency is presented in the textbook according to the training? (Garinger, 2002:2) i) content must be based on scientific facts, appropriately, verified and error-free information (Seguin, 1989:25-27). j) General materials include: validity, authenticity of language, suitability and originality of the topic, situation, and context (Brown, 2007:192).
2.6	<ul style="list-style-type: none"> a) The content of the textbook is free of information and an overview of a social group stereotype (Abdulwahab, 2013:68). b) Free SARA, pornography and BIAS (gender, Territory and profession) (National Agency for Indonesian education standards, 2017). c) The textbook expresses a positive view of ethnic origins (Abdulwahab, 2013:68). d) Textbook content presents a different culture (Abdulwahab, 2013:68). e) The content of textbooks discusses several common characters from various different regions of the world (Abdulwahab, 2013:68). f) The content displays different traditions and customs (Abdulwahab, 2013:68).
2.7	<ul style="list-style-type: none"> a) Subject matter subject to student background include age; Native language; Educational background; and motivation and purpose of learning (Brown, 2007:192). b) The subject matter covers a variety of topics that correspond to the interests of the intended learners (urban or rural environment of the child or adult; male or female) (Marianne Celce-Murcia, 2001:425). c) Textbooks should suit the needs, interests, and abilities of the students (Grant in (McGrath, 2002:41).
PRESENTATION	
3.1	<ul style="list-style-type: none"> a) A book should not provide information only encyclopedias but also must appeal to pupils and give them an interesting way of learning (Novota et al., 2012). b) Advance Organizer (Learning motivation generator and concept map at the beginning of the chapter as well as a summary at the end of the chapter (Indonesian National Standards Education Agency, 2017). c) Is the textbook written for the learning of this background and age group? (Garinger, 2002:2) d) Is the textbook sensitive to the cultural background and interest of the learning? (Garinger, 2002:2). e) Presentation/format for students: Book According to students, illustrations, design according to the Age and level of education, reading is easy to read and according to their level of reading, the balance between the writing with the white part so easy to read, the book has an index, appendix and well-constructed the order (Byrd, 2001:416). f) Presentation orientation centered on the students (National Standards Board of Education of Indonesia, 2017). g) Does the textbook reflect the choices of learning in terms of order, design and arrange? (Garinger, 2002:2). h) Adjusted to the level difference of the individual skills and the Loved learning Style (Nunan (McGrath, 2002:156). i) does illustrations create a beneficial atmosphere for reading and spelling exercises by describing realism and action? (Marianne Celce-Murcia, 2001:425) j) Are illustrations clear, simple, and free of unnecessary details that might confuse learners? (Marianne Celce-Murcia, 2001:425). k) The illustrated materials give teachers the opportunity to teach, there is a close relationship between the contents and illustrations (Byrd, 2001:416-418). l) Is the illustration printed close enough to the text and is directly related to the content so that it can help learners understand the written text? (Marianne Celce-Murcia, 2001:425).
3.2	<ul style="list-style-type: none"> a) Evaluation in each final sub-theme should be maximally and evaluation question should not take too much scope of non-existing textbooks (Wuryani et al., 2018:270). b) Quality of practice materials include exercise; Direction for both teachers and students; Student's level of ability (Brown, 2007:192). c) Available answer keys for grammar exercises and vocabulary activities (Byrd, 2001:416). d) Do exercises and activities in textbooks encourage the development of language of the learning? (Garinger, 2002:2). e) The problem of practice at each end of the chapter (National Standards Agency of Education Indonesia, 2017). f) Are the exercises available on the balanced textbooks in a format covering exercises controlled and free exercise? (Garinger, 2002:2). g) Is the exercise in the textbook strengthening what has been studied and shows an increase from the simple to the complicated/severe direction? (Garinger, 2002:2).

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	<ul style="list-style-type: none"> h) Is the training and format activities varied and challenging so that it can continuously motivate and challenge the learning? (Garinger, 2002:2). i) Exercises or assignments provide variations to meet the needs of class learning and appeal to students (Byrd, 2001:416). j) Does exercise develop understanding and test knowledge of the main ideas, details, and order of ideas? (Marianne Celce-Murcia, 2001:425). k) Does exercise involve vocabulary and sentence structure that builds learners? (Marianne Celce-Murcia, 2001:425). l) Is the available exercise practiced in various types of written assignments (complete sentences, spelling and dictation, Seta compositions)? (Marianne Celce-Murcia, 2001:425). m) Does the book provide review patterns in the lessons and cumulatively test new material? (Marianne Celce-Murcia, 2001:425). n) Does exercise support the holding of meaningful communication by referring to realistic activities and situations? (Marianne Celce-Murcia, 2001:425). o) Encouraging learning independently by making the learnings caring for the learning process (example: self-evaluation built through tasks) (Nunan in (McGrath, 2002:156). p) What proficiency is presented in the textbook according to the training? (Garinger, 2002:2)
3.3	<ul style="list-style-type: none"> a) The intrinsic interest of a topic/theme (McGrath, 2002:106). b) General materials include: validity, authenticity of language, suitability and originality of the topic, situation, and context (Brown, 2007:192). c) The consistency of the serving systematics in the chapter (Indonesian National Standards Education Agency, 2017). d) The dialogue (Indonesian national standard body of Education, 2017). e) The order of the material includes: grammatical structure, skill, and the situation used (Brown, 2007:192). f) In the form and organization of rendering or systematics (Cunningsworth, 1995:3-4). g) Accuracy of reference/reference source including for text, tables, drawings, and appendices (Indonesian National Education Standards Agency, 2017). h) The accuracy of the numbering and naming of tables, drawings, and attachments (National Board of Education Standards of Indonesia, 2017). i) In the form of a chosen topic or theme (Cunningsworth, 1995:3-4). j) In the form of a methodology or manner used in the preparation of books (Cunningsworth, 1995:3-4). k) Completeness of the composition, introduction, Table of Contents, glossary, bibliography, index and communication with the author (Indonesian National Standards of Education agency, 2017).
3.4	<ul style="list-style-type: none"> a) Cultural suitability (McGrath, 2002:106). b) Sociolinguistic factors include: the diversity of dialects and material related to culture (Brown, 2007:192). c) Reflecting the sociocultural context, they will use (Nunan (McGrath, 2002:156). d) Sociocultural context in the textbook understandable (Abdulwahab, 2013:68). e) In textbooks there are three or more cultures presented (Abdulwahab, 2013:68). f) The topics presented in the textbook are within the scope of the student's culture (Abdulwahab, 2013:68).
3.5	<ul style="list-style-type: none"> a) The textbook simply presents the things that the teacher will teach to his disciples in the prescribed period of training (Byrd, 2001:416). b) The textbook presents an assortment of learning styles (Byrd, 2001:416). c) There is a user manual for the instructor used to implement the existing exercises (Byrd, 2001:416). d) Use of project based learning approach (Indonesian National Education Standards Agency, 2017). e) The instruction manual for teachers includes methodology guidance, alternative exercises or discussion, suitability for non-native speakers of teachers, and key answers (Brown, 2007:192). f) In the form of a handbook used by teachers (Cunningsworth, 1995:3-4). g) Can be used as a model for the development of model variations employed by each teacher (Nunan in McGrath, 2002:156). h) Can be utilized in many ways. (Nunan in McGrath, 2002:156). i) Textbooks must match the teacher (Grant in McGrath, 2002:41). j) Does the textbook provide adequate instructional instruction as they gained his ability? (Garinger, 2002:2).
LANGUAGE	
4.1	<ul style="list-style-type: none"> a) The ability to motivate learners (National Standards Board of Education of Indonesia, 2017). b) Textbook content helps learning to be aware of how interacting with language in a new culture is generally different from that of culture (Abdulwahab, 2013:68). c) The teaching materials should encourage the learning to use the language skills outside of

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	<p>the class that is in the real World (Nunan in (McGrath, 2002:154).</p> <p>d) Linguistic needs (McGrath, 2002:106).</p> <p>e) Are linguistic points introduced in meaningful situations to facilitate understanding and ensure the existence of assimilation and consolidation? (Marianne Celce-Murcia, 2001:425).</p> <p>f) Language skills developed include listening, speaking, reading, and writing skills (Brown, 2007:192).</p>
4.2	<p>a) Vocabulary includes relevance, frequency, and strategy to analyze the word (Brown, 2007:192).</p> <p>b) Vocabulary and structure: what is the vocabulary load (i.e.: the number of new words introduced per lesson) seems reasonable to students of that level? (Marianne Celce-Murcia, 2001:425).</p> <p>c) Is the new vocabulary repeated in the next lesson in the framework of strengthening? (Marianne Celce-Murcia, 2001:425).</p> <p>d) Is the vocabulary controlled to ensure a systematic level of simple leading to complex things? (Marianne Celce-Murcia, 2001:425).</p> <p>e) The immortality and consistency of the use of symbols/emblems/terms (National agency of Indonesian education standards, 2017).</p>
4.3	<p>a) Does sentence length make sense for the students of that level? (Marianne Celce-Murcia, 2001:425).</p> <p>b) Does the sentence structure gradually increase?</p> <p>c) What is the number of grammatical points and the exact order presented? (Marianne Celce-Murcia, 2001:425).</p> <p>d) The accuracy of grammar and sentence structure (National standards of Education Agency of Indonesia, 2017).</p> <p>e) The language used (Cunningsworth, 1995:3-4)</p> <p>f) The language of presentation is the language used is determined by the level of language proficiency and the standard language (Wirawan, 2012:263-265).</p> <p>g) The teaching materials allow the learning to focus on the formal aspects of language (Nunan in (McGrath, 2002:154).</p>
4.4	<p>a) Relation and completeness of meaning (National standards of Education Agency of Indonesia, 2017).</p> <p>b) Do sentences and paragraphs follow each other in a logical order? (Marianne Celce-Murcia, 2001:425).</p> <p>c) Does the author use the current colloquially, and the sentence structure follows the general word order? (Marianne Celce-Murcia, 2001:425).</p>
	<p>d) Conformity with the level of thinking of learners (national standard Education Agency of Indonesia, 2017).</p> <p>e) Complexity in accordance with the development of students ' reading ability? (Marianne Celce-Murcia, 2001:425).</p> <p>f) Signings students to the message (National Standards Board of Education of Indonesia, 2017).</p>
GRAFFITI	
5.1	<p>a) The text book Format is interesting, easy to use, and can be used in a long time. These formats include: The clarity of mold letters, the use of special notation (phonetic symbols, intonation signs/emphasis (Brown, 2007:192).</p> <p>b) Consistent layout of the placement of the layout elements consistent based on the pattern of the content of the book (Indonesian National Standard Education Agency, 2017).</p> <p>c) The spacing between paragraphs is clear and there is no widow or orphan (Indonesian National Standards of Education agency, 2017).</p> <p>d) The placement of chapters and equivalent titles (preface, Table of Contents, etc.) is consistent (National Agency for Indonesian education standards, 2017).</p> <p>e) Complete layout elements have, chapter headings, chapter subtitles, page numbers/folios, placement illustrations, image captions (captions) and sources, white space (the National Agency for Education of Indonesia, 2017).</p> <p>f) Quality (such as the model used or the type of text representing) (McGrath, 2002:106).</p> <p>g) Text design must meet typographical properties and text compilers (Numanoglu & Bayir, 2009:2141).</p> <p>h) Do not use more than two types of letters, do not use decorative typeface, use a variety of letters (bold, italic, all capital, small capital) not excessive, size and typeface according to the level of education, the width of the text order is noticed, spacing between lines of normal text composition, space between the letter (kerning) Normal, the title/hierarchy of titles clear, consistent and proportional, there is no white groove in the text order, and the word cutting mark Indonesian national Education, 2017).</p> <p>i) Suitability letter size with student level (Numanoglu & Bayir, 2009:2141).</p> <p>j) Principle of legibility of typeface (Numanoglu & Bayir, 2009:2141).</p> <p>k) The letters used are attractive and easy to read, the color of the book title contrasts with the background color, and the size of the book title proportional compared to the size of the</p>

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	<p>book (Indonesian National Standard Education Agency, 2017).</p> <ul style="list-style-type: none"> l) Effective use of text color (Numanoglu & Bayir, 2009:2141). m) The use of the same principle of the same vertical or horizontal interlinear space (Numanoglu & Bayir, 2009:2141). n) The effective design of the word that draws attention. o) The composition of the text (Numanoglu & Bayir, 2009:2141). p) The principle of organizing effective titles (Numanoglu & Bayir, 2009:2141). q) The functional organization of the table of contents (Numanoglu & Bayir, 2009:2141). r) The use of communicative letters, do not use more than two types of letters, do not use decorative letters/decorations, and the type of the title letter according to the provisions of the book content (National Standards Agency of Education Indonesia, 2017). s) The principle of using the box to serve the purpose (Numanoglu & Bayir, 2009:2141). t) The preparatory principle of the title list for related chapters (Numanoglu & Bayir, 2009:2141). u) Organizational principle Dictionary (Numanoglu & Bayir, 2009:2141). v) The principle of the bibliography organization (Numanoglu & Bayir, 2009:2141).
5.2	<ul style="list-style-type: none"> a) Textbooks must have an attractive color design (Wuryani et al., 2018) b) The principle of visual elements should stimulate in the transfer of messages to students (Numanoglu & Bayir, 2009:2141) c) Visual elements such as images, graphics, photographs, and so on should be designed to stimulate students ' imagination (Numanoglu & Bayir, 2009:2141). d) Harmonious layout, print field and margin proportional to the size of the book, the distance between the text of the book content and the illustration proportional, the margin between two pages by side of the proportional (National Board of Education Standards Indonesia, 2017). e) The pattern principle must be firmly in the image (Numanoglu & Bayir, 2009:2141). f) The principle of clarity and simplicity, the forms of images, photographs, and so on should not be completely realistic or abstract but understandable and include the requested details of the message (Numanoglu & Bayir, 2009:2141). g) The layout speeds up comprehension, placement of illustrations as background decoration does not interfere with title, text, page numbers., placement of titles, subtitles, illustrations and caption images do not interfere with material understanding of book content (standard body Indonesian national Education, 2017). h) The principle of use of the emphasis on visual elements effectively, the principle of integrity in design (Numanoglu & Bayir, 2009:2141). i) The principle of use of lines in accordance with the objectives (Numanoglu & Bayir, 2009:2141). j) The principle of balance in design (Numanoglu & Bayir, 2009:2141). k) Clarify the material clearly, describing the material clearly, the proportional form and the character of the object (Indonesian national Education standard Body, 2017). l) The principle of use of color in accordance with its purpose (Numanoglu & Bayir, 2009:2141). m) The principle of using the size of visual elements according to its purpose (Numanoglu & Bayir, 2009:2141). n) The content illustration raises the appeal, the whole illustration is harmonious, lines, the raster firmly and clearly, the overall creative illustration (Indonesian National Standards of Education agency, 2017). o) The design of pages on textbooks must fulfill certain visual integrity and continuity (Numanoglu & Bayir, 2009:2141) p) The principle of visual elements should not inhibit the flow during reading (Numanoglu & Bayir, 2009:2141) q) The principle of allowing adequate visual elements (Numanoglu & Bayir, 2009:2141) r) Principle of provision of activities at the location of visual elements (Numanoglu & Bayir, 2009:2141) s) The principle of visual elements should be placed close to the related text (Numanoglu & Bayir, 2009:2141) t) The principle of effective use of space (Numanoglu & Bayir, 2009:2141) u) The organizational principle of the two corresponding pages (Numanoglu & Bayir, 2009:2141) v) The organizational principle of the page number as a separate design element (Numanoglu & Bayir, 2009:2141) w) Physical Characteristics of the order (lay out) and arrangement (Brown, 2007:157-158).
5.3	<ul style="list-style-type: none"> a) Cover must be designed according to the content and layout of the page (Numanoglu & Bayir, 2009:2141). b) Layout element display on the front kaver, back and back has unity (Unity) (National agency of Indonesian education standards, 2017). c) The layout of the elements in the front kaver, back and back gives a good and harmonious

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	<p>sense of rhythm (national standards of education body of Indonesia, 2017).</p> <p>d) A good view of the center of the title and illustration (Indonesian National Standards for Education agency, 2017).</p> <p>e) The composition of the layout elements (title, author, illustrations, logos, etc.) is balanced and has a pattern that corresponds to the layout of the content of the book (National standard Education Agency of Indonesia, 2017).</p> <p>f) Comparison of the size of the layout elements proportional (national standards of education body of Indonesia, 2017).</p> <p>g) Have a good contrast (National Standards Board of Education of Indonesia, 2017).</p> <p>h) The principle of text on the Bookback must be written from top to bottom (Numanoglu & Bayir, 2009:2141).</p> <p>i) The principle of observing information on the cover (Numanoglu & Bayir, 2009:2141).</p> <p>j) The principle relating to the selection of typeface (Numanoglu & Bayir, 2009:2141).</p> <p>k) The principle of designing the front and back cover as a whole (Numanoglu & Bayir, 2009:2141).</p> <p>l) Attractive and aesthetically pleasing cover design principle (Numanoglu & Bayir, 2009:2141).</p> <p>m) Illustration of the front kaver of the book, illustrations are capable of describing the material content of books., character objects, proportional objects according to reality, sharpness of illustrations and sources of illustration (National Agency for Indonesian education standards, 2017).</p>
PHYSICAL PRODUCTS	
6.1	<p>a) Logistics factors (price, additional assistance and exercise book) (Brown, 2007:157-158).</p> <p>b) Book Price (Wirawan, 2012:263-265).</p> <p>c) Practical stuff: Is the textbook available? (Garinger, 2002:2).</p> <p>d) Can textbooks be obtained on time? (Garinger, 2002:2).</p> <p>e) Is the price affordable? (Garinger, 2002:2).</p>
6.2	<p>a) The size of the textbook should not be too wide and should be based on the circumstances surrounding the student that is relevant to the daily life of the current student (Wuryani, Roemintoyo, & Yamtinah, 2018).</p> <p>b) The suitability of the book size with ISO standard (Indonesian National Standards of Education agency, 2017).</p> <p>c) The book was chosen to help students use effectively (Richards in (Brown, 2007:157-158).</p> <p>d) The size of the book should be A4 for primary education, Level 1, Class 1, 2 and 3 (Numanoglu & Bayir, 2009:2141).</p> <p>e) Physical completeness: type of size suitable for the intended student? (Marianne Celce-Murcia, 2001:425)</p>
6.3	<p>a) Is the book cover durable enough to wear? (Marianne Celce-Murcia, 2001:425).</p> <p>b) Is the text interesting? (cover, page appearance, volume) (Marianne Celce-Murcia, 2001:425).</p> <p>c) Physical criteria of the book such as: Paper book, shape and size of letters, illustrations and binding (Wirawan, 2012:263-265).</p> <p>d) Suitability of size with book content material (national standard Education Agency of Indonesia, 2017).</p> <p>e) Does the book size seem comfortable for students to hold? (Marianne Celce-Murcia, 2001:425).</p> <p>f) Book cover must be durable and sturdy; Notice the directional texture of the paper (Numanoglu & Bayir, 2009:2141).</p> <p>g) Practicality factor (Cunningsworth, 1995:3-4)</p>
INTEGRATED THEMATIC	
7.1	<p>a) The application of the curriculum must be meaningful, beneficial, relevant, with the opportunity to be creative and emotional (Kovalik & Olsen, 1994:10-116).</p> <p>b) Ensure that the curriculum is age-appropriate, can be understood by the students, with the stages of its brain development (Kovalik & Olsen, 1994:10-116).</p> <p>c) Ensure the curriculum meets the CUE criteria, namely: Creativity (and hence easy to remember), Useful (entry to the brain under some "addresses," one for every way that learners believe will be useful; this usability is greatly improved " retrievability "of information), creates an emotional bridge between the teacher and the student (and thus there is adequate epinephrine to bring learning from short-term memory to long-term memory) (Kovalik & Olsen, 1994:10-116).</p> <p>d) The curriculum fields are connected together and integrated in a theme so there are many opportunities to communicate with peers, teachers, parents, and strong community interactions (Varun, 2014:49)</p>
7.2	<p>a) Integrated thematic emphasizes on the integration of all disciplines (Randle, 2010:85).</p> <p>b) Thematic units can be incorporated various concepts of disciplines (Varun & Venugopal, 2016:394).</p> <p>c) Has a theme as a tool to unipress several subjects or material studies (Andi Prastowo,</p>

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	<p>2014:59-63)</p> <p>d) Encouraging high-level learning and the development of critical habits required by students (Randle, 2010:85).</p>
7.3	<p>a) How to integrate the integrated thematic is to play a role in assessment of the similarity of goods pairs that are not related systematically, such as soup and spoon. Integration serves as a more central process of evaluating abstract item similarities due to its temporality (process, temporary), large variability (spread of values), and relational properties (structured data storage concept/Set up) (Wiemer-Hastings & Xu, 2003:1236).</p> <p>b) Curriculum fields are connected together and integrated in a theme (Varun, 2014:49).</p> <p>c) In the integrated thematic all subjects and each activity should have a primary focus on thematic ideas as well as binding into the main theme (John, 2015:175).</p> <p>d) The parameters are clearly visible at all times (such as: basic rule specifications, procedures, and general directives) (Kovalik & Olsen, 1994:10-116).</p> <p>e) In the integrated thematic learning should be used thematically related texts at various levels of reading (easy readability, moderate readability, readability), each associated with the general idea of a theme. Using related texts, it is easy to make important questions that are relevant to the three texts that are aligned in the thematic units given (John, 2015:175).</p>
7.4	<p>a) In the learning there must be assessment demistification, the more real application of knowledge and skills, the more students can judge themselves whether they "get it" or not and thereby assess their progress Himself in Mastery (Kovalik & Olsen, 1994:10-116).</p> <p>b) The material shall provide direct feedback to the student, in which case the feedback allows the learner to judge for themselves whether they have mastered something or not. Feedback must contain real-world content that can be beneficial to students in their daily life (Kovalik & Olsen, 1994:10-116).</p>
7.5	<p>a) Make it easy for students to understand and deepen the concept of material incorporated in a theme (Darsono, Ambarita, Setianingsi, & Kadaryanto, 2018:130).</p> <p>b) Integrated thematic learning environment must be safe, comfortable and always uplifted students. Do not create learning that makes students feel down (like reading multiplication table, mastering long division algorithm or forcing to read poetry), if students feel down happening then students' cognitive learning will be impaired and Learning will be futile.</p> <p>c) Students are allowed to choose their best way to resolve a problem (coelated & Olsen, 1994:10-116).</p> <p>d) The study must provide full time to students, allowing students to take their own lives in the lesson (Kovalik & Olsen, 1994:10-116).</p> <p>e) Learning can evolve according to the skills, needs, and interests of learners (Andi Prastowo, 2014:59-63).</p> <p>f) Learning is flexible (Andi Prastowo, 2014:59-63).</p>
7.6	<p>a) A variety of complex and concrete experiences is essential for meaningful learning and teaching "(Caine & Caine, 1991, Hal. 5) in (Varun, 2014:49).</p> <p>b) The material is tangible or contextual and meaningful to students (Darsono, Ambarita, Setianingsi, & Kadaryanto, 2018:130).</p> <p>c) Delivering the learning experience to the real and structured-based students (Randle, 2010:85).</p> <p>d) The meaningful content provides interaction there with the real world (Kovalik & Olsen, 1994:10-116).</p> <p>e) Do not assume/require experience that is not owned by students (Kovalik & Olsen, 1994:10-116).</p> <p>f) Offers content that excites the interest of students and teachers (Kovalik & Olsen, 1994:10-116).</p> <p>g) Enriched air environment, in which case learning must immerse students in reality; Use direct Source (Kovalik & Olsen, 1994:10-116).</p> <p>h) Topics of interest and worth Learning (Varun & Venugopal, 2016:394).</p> <p>i) Integrated with the environment or contextual (Andi Prastowo, 2014:59-63)</p>
7.7	<p>a) The thematic curriculum also stipulates that as the child may be able to study in a home language or at least in a language familiar to the child. (Altinyelken, 2010:154).</p> <p>b) Theme in integrated thematic must integrate language (Varun & Venugopal, 2016:394).</p> <p>c) The theme in the integrated thematic must integrate the culture (Varun & Venugopal, 2016:394).</p> <p>d) Themes in the integrated thematic must integrate language, content, and culture into activities that can prepare students to use them in various contexts. Thematic units can be incorporated various concepts of discipline into an area of interesting topics and are worth studying and give students a reason to use the language into the disciplines studied (Varun & Venugopal, 2016:394)</p>
7.8	<p>a) Highlights the importance of the game in the form of the thematic teaching of Karlholm and Sevón (1990) in (Andi Prastowo, 2014:51-59).</p> <p>b) Emphasize that in theme-based learning it is important for teachers to engage in the</p>

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	<p>children's games Roskos and Christies 2012 in (Andi Prastowo, 2014:64)</p> <p>c) Providing an accessible and enjoyable activity through core and communication games (Varun, 2014:50).</p> <p>d) Thematic learning should be able to position the children into part of the learning in the theme of causation so that they know something right (Andi Prastowo, 2014:59).</p> <p>e) There must be interaction between the teacher and the students (Kovalik & Olsen, 1994:10-116).</p> <p>f) The student is actively and in the assignment; Direct instruction gives students involvement) (Kovalik & Olsen, 1994:10-116).</p> <p>g) In thematic learning there must be a collaboration between students and peers during the collaboration the information processed during the collaboration must be meaningful from a student standpoint and provide real life issues that should is not a contrived worksheet (Kovalik & Olsen, 1994:10-116).</p>
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The theories used in the table of paper above serve as a reference in drafting the assessment rubric. The sections in this paper include a list of questions or statements in writing that the reviewer should answer or fill in according to the instructions for filling.

Methods

The research Model is Educational Research and Development or R & D (Borg & Gall, 1989; Sugiyono, 2005). The Program developed in the form of an integrated thematic textbook Assessment rubric. The R &

D stages follow the patterns developed by Borg and Gall (1989), but are adapted to the expected product types, namely needs, product development, and conducting limited field tests on the use of products.

Results and Discussion

According to the theories of integrated thematic textbooks and the results of the research on the Terdahul, the speakers found seven aspects, indicators and assessment sections that can be used to help the assessment of the text books of these integrated thematic lessons In the table below:

Table 2. Indicators and item assessment textbooks of integrated thematic textbooks

1. ASPECT OF AUTHOR ELIGIBILITY

Assessment indicators	Valuation Item	Criteria	
		Suitable	Not suitable
1.1. The author of the textbook must have an educational and reputable background.	1. Does the author have a reputation?		
	2. What is the reputation of book publishers?		
	3. What is the educational background?		
	4. What is the expertise of science?		
	5. What is an expert author in the field of textbook?		

2. ASPECTS OF CONTENT ELIGIBILITY

Assessment indicators	Valuation Item	Criteria	
		Suitable	Not suitable
2.1. Book texts must match the students ' needs and support the achievement of the national education curriculum objectives.	1. Is the content already in accordance with the curriculum?		
	2. Does it meet the needs of the learners?		
	3. Is it already fulfilling the learning program objectives?		
	4. Does the material already contain clear learning objectives?		
	5. Is the content already meeting the requirements listed on the teaching syllabus?		
	6. Does the content already meet the requirements listed on the official exam?		
	7. Is the presented material already in accordance with the basic competency (KD)?		
	8. Is the material presented in accordance with KI core competence?		
	9. Is the presented material relevant to the syllabus?		
	10. Is it relevant to the needs of learners?		
	11. Are the materials and activities presented to support the achievement of all aspects of skills?		
	12. Does each chapter already exist one of the implementation of a problem-based learning model,		

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	project-based, Discoveri/Inkuiri, or cooperative learning that is equipped with examples and practice problem solving that are routine, non-routine and open ended?		
	13. Is there a rich problem in every chapter?		
	14. Does the content already meet the creative achievement objectives of the national education?		
2.2. Textbook material should have information that is interesting, useful and aroused positive attitude for teachers, students and society.	15. Does the textbook of the lesson give the teacher benefits?		
	16. Is the content appealing to learners?		
	17. Does the lesson textbook provide benefits for learners?		
	18. Is the content useful to achieve the objectives of the program?		
	19. Does the content contribute to the interests of society?		
	20. Is each chapter a sentence that raises a positive attitude?		
	21. Is each chapter a sentence that raises the aspect of social attitudes?		
	22. Does the content encourage learners to develop learning skills?		
	23. Does the content encourage learners to develop skills learned in learning (skills In Learning)		
	24. Does the lesson textbook already have a clear role as an aid in learning?		
	25. Does lesson textbooks stimulate learners ' interactions?		
2.3. Textbooks must be in accordance with the fact of the living reality of learners and should not deviate from an ideological or dogmatic standpoint.	26. Is the information presented in the latest (up to date)?		
	27. Is the information presented in accordance with the reality of life?		
	28. The authenticity of text and task reflects the outside world?		
	29. The book content reflects today's use.		
	30. Book content reflects future use?		
	31. Content does not deviate from an ideological or dogmatic standpoint?		
	32. Are each examples/illustrations and questions already content?		
	33. Is each example/illustration and question already accurate and its existence is in accordance with the demands of KD?		
2.4. Textbooks must contain material in which they can develop cognitive aspects and motivate learners.	34. Examples/illustrations are not local or regional?		
	35. Content in textbooks contains learning experience?		
	36. Content in textbooks contains learning talent development?		
	37. Advancing in the development of intellectual or academic capabilities?		
	38. Do each chapter contain a dimension of factual knowledge that supports the achievement of KD on the KI?		
	39. Do each chapter contain a dimension of conceptual knowledge that supports the achievement of KD on the KI?		
	40. Does each chapter contain procedural knowledge dimensions that support the achievement of KD on the KI?		
	41. Do each chapter contain the dimension of troubleshooting knowledge that supports the achievement of KD on the KI?		
	42. Does the material include direct object subjects?		
	43. Do the materials include indirect object subjects? (troubleshooting)		

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	44. Does it meet cognitive needs?		
	45. What is the accuracy of activities (referring to scientific approaches)?		
	46. Is the activity presented in accordance with the demands of KD in the KI, the procedure is accurate, and activities can be implemented?		
	47. What are the descriptions, examples of questions (cases) and exercises presented can motivate learners?		
	48. Are examples and exercises given can motivate learners?		
	49. Can the presented material motivate learners?		
	50. What approaches are used in conveying material?		
	51. Interdisciplinary? Textbook content in many ways can integrate elements from two or more disciplines.		
	52. Are the cognitive prowess presented in the lesson textbooks challenging learners?		
2.5. The manuscript of the book must have the scholarly truth and be based on the latest, valid and accurate developments of the materials learned.	53. Is the material accurate and modern (up to date)?		
	54. What are the original teaching materials in terms of text?		
	55. What are the original teaching materials in terms of task?		
	56. How is the accuracy? Content should not be served in complete or ambiguous.		
	57. Are all symbols as facts in the textbook of the lesson written in the book are accurate, certain emblems are already in line with international agreement?		
	58. Is the concept/definition already formulated with clear (well-defined) and accurate?		
	59. Does the material/content and sentences contained in the book constitute original (original) or non-artificial works, nor does it plagiarize other people's works, either partially or completely?		
	60. What are the parts that are not the works of the author have been cited or referred to by using the rules of quoting that are in accordance with the provisions of the sciences?		
	61. Is the composition of the lesson done based on a logically arranged topic or theme?		
	62. What proficiency is presented in the textbook according to the training?		
	63. Is the content based on scientific and precise facts?		
	64. Is the content based on verified and error-free information?		
2.6. Textbooks must prioritize a sense of tolerance; does not contain gender discrimination; does not cause SARA and pornography problems.	65. Is the content of the textbook free of information and an overview of a social group stereotype?		
	66. Does the material/content, language, and/or images/illustrations contained in the book do not pose any ethnic, racial, religious, and inter-group (SARA) issues?		
	67. Does the material/content, language, and/or images/illustrations contained in the book Do not contain LGBT (Lesbian Gay Bisexual and Transgender)?		
	68. Does the material/content, language, and/or images/illustrations contained in the book do not contain pornography?		
	69. Does the material/content and language and/or images in the book do not disclose or present something that discriminate, refuse, and discredit the gender of male or female (gender), region or region, or profession etc?		
	70. Does the textbook express a positive view of ethnic origins?		

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	71. Does the content of textbooks present different cultures?		
	72. Does the content of textbooks discuss some common characters from different regions of the world?		
	73. Does the content display different traditions and customs?		
2.7. Textbooks must match the interests and background of the learners.	74. Is the subject matter subject to student background?		
	75. Does the subject matter cover a wide range of topics that correspond to the intended student's interest?		
	76. Is the lesson textbook suitable for students' needs, interests, and abilities?		
	77. Is the textbook sensitive to the cultural background and interest of the learning?		

3. ASPECTS OF PRESENTATION ELIGIBILITY

Assessment indicators	Valuation Item	Criteria	
		Suitable	Not suitable
3.1. The textbook presentation form should be interesting in terms of arrangement, design and illustration according to age and level of education.	1. Are textbooks interesting for learners?		
	2. Does the textbook of lessons provide an interesting way of learning?		
	3. Has there been a brief explanation before starting the new chapter?		
	4. Is at the beginning of each chapter a concept map of two-dimensional imagery of the relation between the concepts described in the chapter?		
	5. Is at any end of the chapter given a summary or summary?		
	6. Is the lesson textbook written for learners with the background and age group?		
	7. Book Presentation according to learners?		
	8. Illustrations according to learners?		
	9. Age-appropriate design and level of education		
	10. The readings are easy to read and correspond to their reading level?		
	11. The balance between the text and the white so easy to read?		
	12. The book has an index, appendix and is well-constructed of its order?		
	13. Material presentation emphasizes on discovery learning approach?		
	14. Material presentation puts learners as the subject of learning?		
	15. Does the textbook reflect the choice of learners in terms of setting, design and order?		
	16. Tailored to the differing levels of individual skills and the loved learning style?		
	17. Does the illustration create a profitable atmosphere for reading and spelling exercises by describing realism and action?		
	18. Are illustrations clear, simple, and free of unnecessary details that might confuse learners?		
	19. Is the illustration printed close enough to the text and is directly related to the content so it can help learners understand the written text?		
3.2. Should present exercise in every evaluation of each sub. Practice should encourage learners' language development, reinforce the material that has	20. Is the evaluation in each final sub theme already maximal?		
	21. The evaluation question should not take too much of the scope of the textbook that does not exist?		
	22. Quality of material practice? Include: exercise; Direction for both teachers and students; Student proficiency levels		

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been studied, and motivate learning independently.	23. Available answer keys for grammar exercises and vocabulary activities?			
	24. Do exercises and activities in textbooks encourage the development of language of the learning?			
	25. At each end of the chapter are given examples of training questions that make it easy for learners to measure their understanding of the material presented?			
	26. Are the exercises available on the balanced textbooks in the format include controlled workouts and free exercises?			
	27. Is the exercise that is presented in the textbook strengthens what has been studied and shows the increase of its simple nature towards the complex/heavy direction?			
	28. Do the exercises and format activities vary and challenge so that it can continuously motivate and challenge the learning?			
	29. Exercises or assignments provide variations to meet the needs of classroom learning and appeal to students?			
	30. Does exercise develop understanding and test knowledge of the main ideas, details, and order of ideas?			
	31. Does exercise involve vocabulary and sentence structure that builds student repertoire?			
	32. Is the available exercise practiced in various types of written assignments (complete sentences, spelling and dictation, Seta compositions)?			
	33. Does the book provide review patterns in the lessons and cumulatively test new material?			
	34. Does exercise support the holding of meaningful communication by referring to realistic activities and situations?			
	35. Encouraging learning independently by making learning caring about the process?			
	36. What proficiency is presented in the textbook according to the training?			
	3.3. The presentation systematics of the textbook must be clear and can reflect the chosen topic/theme.	37. The consistency of serving systematics in the chapter?		
		38. The infiltration/preparation of the presentation?		
39. Accuracy of reference/reference source including for text, tables, images, and attachments?				
40. Accuracy of numbering and naming of tables, images, and attachments?				
41. Completeness of the rendering, introduction, Table of Contents, glossary, bibliography, index and communication with the author?				
42. Cultivating intrinsic interest from a topic/theme?				
43. Using methodologies or methods used in the drafting of books?				
44. The form and organizing or systematics of the presentation?				
45. General materials include: validity, authenticity of language, suitability and suffix of topics, situations, and context?				
46. The order of material includes: grammatical structures, skills, and situations used?				
3.4. Must present a topic in accordance with the socio-cultural context of learners.	47. Should there be cultural suitability?			
	48. Sociolinguistic factors include: a diversity of dialects and material related to culture?			
	49. Reflecting sociocultural contexts that they will use?			
	50. Sociocultural contexts in textbooks can be understood?			
	51. In textbooks there are three or more cultures presented?			

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3.5. Lesson textbooks must present a variety of learning styles and provide a teacher-appropriate usage handbook.	52. Topics presented in textbooks are within the scope of a student's culture?		
	53. Is the textbook sensitive to the cultural background and interest of the learning?		
	54. The textbook simply presents the things teachers will teach to his students in the prescribed period of training?		
	55. Textbooks provide an assortment of learning styles?		
	56. Are there any user manuals for the instructors that are used to implement the existing exercises?		
	57. Material rendering using a project-based learning approach?		
	58. The teacher's user guide includes methodologies, alternative exercises or discussion, suitability for non-native speakers of teachers, and key answers?		
	59. Is the handbook used by the teacher?		
	60. Can it be used as a model for the development of model variations employed by each teacher?		
	61. Can be utilized in many ways?		
62. Textbooks correspond to teachers?			
63. Does the textbook provide adequate instructional instruction as they obtain his or her ability?			

4. LANGUAGE ELIGIBILITY ASPECTS

Assessment indicators	Valuation Item	Criteria	
		Suitable	Not suitable
4.1. Motivating learners to develop their language skills outside of class/in the real world.	1. Which language is used to foster a sense of delight when learners read it and encourage them to study the book completely?		
	2. The textbook content helps learners realize how interacting with language in a new culture is generally different from that of culture?		
	3. Does the textbook encourage students to use their language skills outside of the classroom that is in the real world?		
	4. Are linguistic points introduced in meaningful situations to facilitate understanding and ensure the existence of assimilation and consolidation?		
	5. Developed language skills include listening, speaking, reading, and writing skills?		
4.2. Consistency of use of vocabulary, symbols, emblems or terms that correspond to the cognitive development of learners.	6. Vocabulary includes: relevance, frequency, and strategy for analyzing the word?		
	7. What are the number of new words that each lesson introduced to the student level?		
	8. Is the new vocabulary repeated in the next lesson in the framework of strengthening?		
	9. Is the vocabulary controlled to ensure that there is a systematic level of simple leads to complex things?		
	10. What is the use of terms that describe a concept, principle, principle, or the like are consistent between the passages in the book?		
	11. What is the use of symbols that describe a concept, principle, principle, or the like are consistent between the passages in the book?		
4.3. A proper and logical grammar and sentence structure for the learners.	12. Does the sentence length make sense for the student level?		
	13. Does the sentence structure gradually increase?		
	14. What are the number of grammatical points and the order presented exactly?		
	15. Is the language used?		
	16. Are the language and language proficiency levels used?		

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	17. Teaching materials allow learners to focus on the formal aspects of the language?		
	18. The grammar of the sentence used to convey the message and spelling refers to the rules of the Indonesian grammar?		
	19. Which sentence is used to represent the contents of the message and follow the correct grammar in Indonesian Language?		
4.4. Language must have relevance and meaning in every word sequence in sentences.	20. Submission of messages between a chapter and another chapter, between chapters with Subchapters in chapters, inter-chapters, and between sentences in an adjacent paragraph reflects the prosecution and relevance of the content?		
	21. Do sentences and paragraphs follow each other in a logical order?		
	22. Does the author use the current colloquial language, and the sentence structure follows the word order in general?		
4.5. Language should be in accordance with the level of understanding and development of learners thinking.	23. Is the language used, either to explain the concept or illustration of the concept application, describe a concrete example (which can be encountered by learners) up to an abstract example (which is imaginatively imagined by learners)?		
	24. The complexity corresponds to the development of students' reading ability?		
	25. Is the message (teaching material) presented in a language that is interesting, understandable, and does not cause multiple interpretations?		

5. ASPECT OF GRAFTED ELIGIBILITY

Assessment indicators	Valuation Item	Criteria	
		Suitable	Not suitable
5.1. Text design in textbooks must be clear, attractive, consistent, effective and fulfills typographical properties.	1. Textbook format is attractive, easy to use, and can be used in a long time.		
	2. The placement of the layout element (title, subtitle, illustration) at the beginning of each chapter is consistent?		
	3. Placement of layout elements on each page following a predefined pattern?		
	4. Text order at the end of a separate paragraph clearly?		
	5. The number of lines is at least three rows in the final paragraph of a separate text order with the next page.		
	6. Placement of chapters and equivalent headings (preface, Table of Contents, etc.) is consistent?		
	7. The title of the chapter is written fully accompanied by chapter numbers (Chapter I, Chapter II etc.)?		
	8. Writing subtitles and sub-subtitles adjusted to the script hierarchy?		
	9. Number of sequential pages and placement according to layout pattern?		
	10. Illustration position not far from book content material?		
	11. Placement of image captions and sources adjacent to the illustration with a smaller font size than the text letter?		
	12. White space including margins that provide balance to the part of the text, and the illustration so as not to give a solid (saturated) impression?		
	13. Text design must meet typographical properties and text compilers?		
	14. Do not use more than two typefaces?		
	15. Do not use decorative letters?		

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	16. Use of letter variations		
	17. Size and typeface according to education level?		
	18. Maximum text order width 78 characters		
	19. Comfortable line spacing used range between 120%-140%.		
	20. Affects the readability level of the text order (not too tightly or overstretched)		
	21. The title/hierarchy of titles is clear, consistent and proportional?		
	22. Is there no white groove in the text order?		
	23. Hyphenation?		
	24. Letter-size compatibility with student level?		
	25. Typeface legibility principles?		
	26. Which letters are used attractive and readable?		
	27. Color Book title contrast with background color?		
	28. Proportional book title size compared to book size?		
	29. Effective use of text color?		
	30. Effective design of an eye-catching word?		
	31. Use the same principles of vertical or horizontal interlinear space?		
	32. Principles of organizing effective titles?		
	33. The functional organization of the table of contents?		
	34. Do not use more than two typefaces?		
	35. Do not use decorative letters/decorations?		
	36. Title typeface according to the book's content allocation?		
	37. The principle of using boxes to serve purposes		
	38. Preparatory principles for the title list for related chapters		
	39. Dictionary Organizational principles		
	40. Bibliographic organizational principles		
5.2. The design of visual elements in textbooks must be interesting, stimulate learners' imagination, be easy to understand and fit the objectives.	41. Textbooks must have an attractive color design		
	42. The principle of visual elements should stimulate in message transfer for students		
	43. Visual elements such as images, graphics, photographs, etc. must be designed to stimulate students' imagination		
	44. The print and margins are proportional to the book size?		
	45. The distance between the book's content text and the proportional illustration?		
	46. Margin between two pages of a propotional side?		
	47. Pattern principle must be firmly in the picture		
	48. The principle of clarity and simplicity, the shapes of images, photographs, and so on should not be completely realistic or abstract but understandable and include the details requested message		
	49. Positioning illustrations as background decoration does not interfere with title, text, page numbers.		
	50. Placement of titles, subtitles, illustrations and caption does not interfere with understanding the material content of the book?		
	51. Principle of Use emphasis on visual elements effectively, the principle of integrity in design		
	52. Principle of use line according to purpose		
	53. Principle of balance in design		
	54. Clearly describing the material.		
	55. Shape proportional and representative character of the object?		
	56. Principle of use of color in accordance with its purpose		
	57. Principle of using visual element size according to its purpose		
	58. Whole illustrations are compatible?		
	59. The lines, the raster firmly and clearly?		

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	60. Whole creative illustration?		
	61. Page design on textbooks must fulfill certain visual integrity and continuity		
	62. Visual element principles should not inhibit flow during reading		
	63. The principle of allowing adequate visual elements		
	64. Principle of providing activity on location of visual elements		
	65. Visual element principles should be placed close to related text		
	66. The principle of effective space use		
	67. The organizational principle of the two corresponding pages		
	68. Organizational principle of page numbers as separate design elements		
	69. Physical characteristics of order (lay out) and arrangement (organization)		
5.3. The cover design of the lesson textbook should be interesting, describing the content in it and is aesthetically pleasing.	70. Covers must be designed according to the content and layout of the page		
	71. Display element layout on the front kaver, back and back have unity (unity)?		
	72. Layout display of elements on the front kaver, back and back give a good sense of rhythm and harmony?		
	73. A good viewing center display on the title and illustration?		
	74. Composition of layout elements (titles, authors, illustrations, logos, etc.) is balanced and has a pattern that matches the layout of the book's content?		
	75. Comparison of size of layout elements proportional?		
	76. Have a good contrast?		
	77. The text principle on the Bookback must be written from top to bottom		
	78. Principle of observing information on the cover		
	79. Principles relating to the selection of typefaces		
	80. Overall principle of designing front and back cover		
	81. Attractive and aesthetically pleasing cover design principles		
	82. Visual material differences can be expressed through illustrations displayed based on their character?		
	83. Shapes, colors, and sizes according to reality?		
	84. Comparison of objects according to reality/original?		
	85. The lines, colors, and shapes are sharply and nicely matched faithfully?		
	86. List the source of images/illustrations taken from various sources and Internet?		

6. ASPECTS OF PRODUCT PHYSICAL ELIGIBILITY

Assessment indicators	Valuation Item	Criteria	
		Suitable	Not suitable
6.1. The distribution of lesson textbooks must be smooth, and the price of the lesson textbook must be reachable by the parents of learners.	1. Is the textbook available?		
	2. Can textbooks be obtained on time?		
	3. Is the price affordable?		
	4. Logistics factors (price, additional assistance and exercise book)		
	5. Practical things		
6.2. The size of the textbook should not be too wide and should be relevant to daily learners (A4 size)	6. The size of the textbook should not be too wide and should be based on the circumstances surrounding the student that is relevant to the daily life of the current student		
	7. Follow ISO standards.		
	8. The book is chosen to help students use effectively		

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	9. The size of the book must be A4 for primary education, Level 1, Class 1, 2 and 3		
	10. Physical completeness: type of size suitable for the intended learners?		
6.3. Physical form of lesson textbook must be durable, sturdy and comfortable to hold by learners.	11. Is the book cover durable enough to wear?		
	12. Is the text interesting? (cover, page appearance, volume)		
	13. Physical criteria of the book such as: book paper, shape and size of letters, illustrations and binding		
	14. Size compatibility with book content material?		
	15. Does the book size seem comfortable for students to hold?		
	16. Book cover must be durable and sturdy; Attention to paper direction texture		
	17. Practicality Factor		

7. ASPECTS OF INTEGRATED THEMATIC ELIGIBILITY

Assessment indicators	Valuation Item	Criteria	
		Suitable	Not suitable
7.1. The permissible curriculum is meaningful, useful, relevant to the age of the learners, and meets the criteria of CUE.	1. Implementing a meaningful curriculum?		
	2. Application of curriculum useful?		
	3. The application of the curriculum is relevant to the opportunity to be creative and emotional?		
	4. Ensure that the curriculum is age-appropriate for learners?		
	5. Ensure that the curriculum can be understood by learners?		
	6. Ensure that the curriculum is in accordance with students' brain development stages?		
	7. Ensure that the curriculum meets the creativity that is easy for learners to remember?		
	8. Ensure a useful curriculum (getting into the brain under a few "addresses," one for every way that learners believe will be useful; this usability greatly increases the "retrievability" of the information)?		
	9. Creating an emotional bridge between teachers and students? (and thus, there is adequate epinephrine to bring learning from short-term memory to long-term memory)		
	10. The curriculum fields are connected together and integrated in a theme? So, there are many opportunities to communicate with peers, teachers, parents, and strong community interactions		
	11. The thematic curriculum also stipulates that as the child may be able to study in a home language or at least in a language familiar to the child.		
7.2. Emphasizing the integration of all disciplines.	12. Thematic integrated emphasis on the integration of all disciplines?		
	13. Is the thematic unit already incorporated various concepts of disciplines?		
	14. Does it have a theme as an instrument to unipress some subjects or study materials?		
	15. Encouraging high-level learning and the development of critical habits that students need?		
7.3. Integrate all subjects and texts in one theme and draw to learn.	16. How to integrate the integrated thematic is to play a role in the assessment of the similarity of goods pairs that are not related systematically?		
	17. Curriculum areas connected together and integrated in a theme?		
	18. In the integrated thematic of all subjects and each activity already has a primary focus on thematic ideas as well as binding into the main theme?		

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	19. Parameters clearly visible at any time? (such as: basic rule specifications, procedures, and general directives)?		
	20. In integrated thematic learning already used text thematically related to various levels of reading.		
	21. Incorporate a variety of disciplines into the topic of interest and worth studying?		
	22. In the learning there is a demistification of judgment?		
7.4. The material must provide direct feedback to students from the real world	23. The material has provided direct feedback to students?		
	24. Make it easy for students to understand and deepen the concept of material incorporated into a theme?		
7.5. To provide students with the convenience of a safe environment, comfortable, choice in solving problems and freedom of time.	25. Integrated thematic learning environment is safe, comfortable and students are always uplifted?		
	26. Are students allowed to choose their best way to resolve a problem?		
	27. The study has provided full time to students, allowing students to take their own lives in the lesson?		
	28. Can learning to evolve according to learners ' abilities, needs, and interests?		
	29. Is learning flexible?		
7.6. Tangible, conjugable, meaningful material using direct and interesting sources and is worthy of study	30. Provide a complex and concrete experience for meaningful learning and teaching?		
	31. Materials that are tangible or contextual and meaningful to students?		
	32. Presenting learning experiences to real-world and structured students?		
	33. The meaningful content (meaningful content) provides interaction there with the real world?		
	34. Don't assume/need an experience that students don't have?		
	35. Offer content that excites students and teachers ' interest?		
	36. Enriched air environment (enriched environments)?		
	37. Topics of interest and worth studying?		
	38. Is integrated with the environment or contextual?		
	39. Giving real-life issues to be solved, not a contrived worksheet practice?		
7.7. Integrate into the language of a home/language that is familiar to learners and cultures.	40. The thematic curriculum also stipulates that the child should be studying in a home language or at least in a language familiar to the child?		
	41. The theme in the unified thematic already integrates languages?		
	42. Integrated thematic themes are already integrating cultures?		
	43. Integrated thematic themes integrate language, content, and culture into activities that can prepare students to use them in various contexts?		
	44. Give students the reason to use the language into the disciplines learned?		
7.8. Give students games and teacher engagement in the game.	45. Highlighting the importance of the game in the form of thematic teaching?		
	46. Emphasize that in theme-based learning it is important for teachers to engage in children's games?		
	47. Provide accessible and enjoyable activities through core and communication games?		
	48. Thematic learning is already able to position the children into part of the learning in the theme of causation?		
	49. Related interactions have been between teachers and students?		
	50. Students are actively and in assignments; Direct instruction to give students involvement?		

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	51. In thematic learning there is already a collaboration between students and their peers?		
	52. During the collaboration the information processed during the collaboration has been meaningful from the student's viewpoint?		

Conclusion

Based on this conclusion that the assessment rubric on the integrated thematic textbook is expected to help the assessment of a quality integrated thematic textbook. It is hoped that the conceptual development of this assessment rubric can help the developers of integrated thematic textbooks. Secondly, this paper can enrich general readership information about research and development of assessment rubrics on quality integrated thematic textbooks in Indonesia. Thirdly, for other researchers, this paper can be a reference and additional information and encourage other researchers to conduct research and development related to of's assessment of a quality integrated thematic textbook.

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