

Analysis of the Merdeka Curriculum Class VII Junior High School Mathematics Textbook in terms of Realistic Mathematics Education and Cognitive Load Theory

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ABSTRACT

Books are a learning resource that contains learning materials. The material and descriptions in textbooks are arranged systematically and the use of textbooks is closely related to the objectives, direction of learning, and makes it easier for students to understand the concepts in the textbook. One of the books published to support the Merdeka Curriculum is a textbook for grade VII mathematics for junior high school students, which is a book translated and adapted by the Japanese Gakko Tosho Team entitled Mathematics for Junior High School. Cognitive Load Theory (CLT) suggests that the presentation of material in learning textbooks, especially mathematics textbooks, pay attention to students' cognitive load because students' cognitive abilities to process complex material are limited. For this reason, it is necessary to prepare learning textbooks by paying attention to cognitive aspects.

The aim of this research is to describe the results of the analysis of grade VII junior high school mathematics textbooks in the Merdeka Curriculum in terms of CLT. The results of the analysis of mathematics textbooks can provide information regarding the potential use of the book and which components are still open for improvement to optimize the mathematics learning process. This research is qualitative research with a content analysis method which aims to describe the results of the analysis of grade VII junior high school mathematics textbooks in the Merdeka Curriculum based on CLT content. The data analysis techniques used in this research are unitizing (defining units), recording/ coding (recording or noting), reducing (simplifying data), inferring (drawing conclusions), and narrating (describing results).

Kata Kunci: Mathematics book analysis, Merdeka Curriculum, Cognitive Load Theory